

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	<b>Bird's Bush Primary School</b>
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	37% last year this year 31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	10 September 2021
Date on which it will be reviewed	January 2024
Statement authorised by	Darryl Asbury
Pupil premium lead	Clare Hathaway
Governor / Trustee lead	Ann Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,770.00 last year £94,575.00 this year
Recovery premium funding allocation this academic year	£9715 last year £9425 this year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,485.00 last year £104,000 this year

## Part A: Pupil premium strategy plan Statement of intent

Our intention is to provide a curriculum that is ambitious and designed to give all pupils, irrespective of their background or the challenges they face, the opportunity to make good progress, achieve high attainment across all subject areas as well as to gain essential knowledge and cultural capital they need to succeed in life. We consider the challenges faced by all our vulnerable pupils and this statement is intended to support their needs, regardless of whether they are in receipt of pupil premium or not.

Our approach is essentially underpinned by consistently high quality first teaching. All our teachers are dedicated to design a curriculum that is successfully adapted and developed to be ambitious and meet the needs of ALL pupils. This enables our pupils to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Pupils study the full curriculum; it is not narrowed. However, reading is prioritised to enable pupils to access the full curriculum offer. Reading, vocabulary and oracy development are always prioritised in our school as we understand that reading and good oracy skills are the key to accessing learning across the whole curriculum. We utilise recommendations from the Education Endowment Foundation to support our provision in school. It identifies that Reading Comprehension and self-regulation strategies have high impact on children's learning. The EEF recommends that ALL children must have access to high quality teaching that is "complemented with carefully selected interventions." These recommendations support our school priorities as we acknowledge that the majority of our children begin school with a need to develop their speaking and listening skills and build their language development.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Assessments, observations, and discussions with pupils, teachers and parents have supported us to identify the outlined challenges.

Challenge number	Detail of challenge
1	The majority of our children begin school with a need to significantly develop their vocabulary.
2	Our tracking systems show that many disadvantaged pupils within our school read for pleasure less when compared with other children.

3	Our attendance data shows that attendance of our disadvantaged pupils is lower when compared with other pupils this includes proportions of children who are late for school.
4	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Therefore, a high proportion of disadvantaged pupils have lower self-regulation skills that impacts directly on cognitive regulation. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	KS2 outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national progress and attainment scores.
Improved PSC outcomes by the end of Y1.	PSC outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national attainment scores and differences between other pupils are diminished.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Emotion coaching reflective logs as completed by all staff.</li> <li>• A reduction of incident logs on CPOMS.</li> <li>• Develop a mental health lead.</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being at least in line with national figures. The difference between disadvantaged and non-disadvantaged pupils being diminished.</li> <li>• The percentage of all pupils who are persistently late being reduced and the difference between disadvantaged and non-disadvantaged pupils being reduced.</li> </ul>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff receive ongoing training and support (this includes a fast track tutoring team &amp; trained staff in precision teaching) to deliver RWI and reading comprehension effectively so that teaching is never less than good and differences continue to diminish.</p>	<p>The EEF’s Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p>	<p>1 &amp; 2</p>
<p>Ensure all staff further develop metacognitive talk through accountable talking partners: developing peer collaboration, opportunities to reason and talk to enable writing across the curriculum.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>4</p>
<p>Ensure all staff deliver appropriately timed written and verbal feedback they focuses on moving learning forward.</p> <p>A refreshed marking and feedback policy will be created with feedback from staff &amp; pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher feedback is an area of teaching and learning that is a central priority for teachers and is often associated with improving pupil attainment.<sup>4</sup></p>	<p>4</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a fast track tutoring team to prioritise the lowest twenty percent.	<p>The EEF’s Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Recruit two apprentices to deliver high quality interventions (such as reading fluency & precision teaching) to prioritise the target 20% of pupils in R, W & M.	<p>“Investing in professional development for teaching assistants to deliver structures interventions can be a cost-effective approach to improving learner outcomes...”</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
Establish small group speech and language (such as Wellcom & Talking Partners) interventions for children who need to develop their oracy and language skills.	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role of our new Inclusion and Safeguarding Manager and access EWO Staffordshire services to support families with acute needs with a focus on improving attendance and readiness to learn for the most disadvantaged pupils.</p>	<p>A minimum of 90% of families (who are in receipt of PP) access additional support from school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Working-together-to-improve-school-attendance.pdf">Working together to improve school attendance (publishing.service.gov.uk)</a></p>	3
<p>Emotion Coaching principles, ELSA, sensory circuit resources and ongoing training to support self-regulation and problem solving strategies.</p> <p>Provide access to alternative provision such as Rainbow Room and Cornerpost Education Centre as required.</p>	<p>Evidence from psychology demonstrates a clear development pattern that affects behaviour in children and young people, which can support teacher understanding. Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Develop a school library to be accessed by the whole school community in order to promote reading for pleasure.</p> <p>Ensure reading books children access in KS2 match their reading fluency and comprehension level through purchasing a reading scheme.</p>	<p>DFE Reading Framework recommend the following- SCHOOL LIBRARIES AND BOOK CORNERS Schools should arrange their libraries like bookshops, promoting particular books and authors and making it clear where children can find books that interest them. Classroom reading areas should mirror this approach, and should have books facing forward where possible so that pupils can be enticed by the cover, name and author more easily. Including recommendations from other pupils - such as the three-word book review - can be a helpful way of using peer influence to promote a love of reading. Books that are not worth reading should not be on the shelves.</p> <p>READING FOR PLEASURE In order to become accomplished readers, children need to improve their reading miles. Whilst a love of reading cannot be mandated, pupils can be inspired to consume a feast of books throughout their education. Schools should take a strategic approach to nurture a love of reading:</p>	1 & 2

	<p>competitions and extrinsic motivators are less effective of creating a genuine passion. Whilst dressing up and theme days have their place in launching new initiatives, core strategies to develop reading for pleasure include lots of adult modelling, discussion, sharing books and stories, library time and providing time to read.</p> <p><a href="https://publishing.service.gov.uk">The reading framework (publishing.service.gov.uk)</a></p>	
--	---	--

Total budgeted cost: TBC



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. To be reviewed January 2024

Intended outcome	Success criteria	Evaluation December 2023 Updated March 2024
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<p>Staff development has focussed on high-quality language for pupils across the curriculum.</p> <p>The implementation of PKC curriculum has increased expectations of language through explicitly taught vocabulary and the application both in oral and written work.</p> <p>Talk for Writing whole school CPD and implementation drives vocabulary development for pupils.</p> <p>Wellcomm has been introduced in Autumn term 2023. <a href="#">Early Years CPD Shared</a>.</p> <p><a href="#">Widget has been purchased to develop dual coding and enhance teaching and understanding of vocabulary.</a></p> <p>Next steps: To embed Wellcomm <a href="#">across school</a> and monitor the impact.</p>
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	KS2 outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national progress and attainment scores.	<p>School have focussed on increasing consistency through staff development and ongoing CPD that includes coaching and mentoring.</p> <p>Consistent additional tutoring has been used to support the teaching of reading, writing and maths in KS2. <a href="#">Use of NTP tutoring.</a></p> <p><a href="#">Booster groups to target pupils.</a></p>
Improved PSC outcomes by the end of Y1.	PSC outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national attainment scores and differences between other pupils are diminished.	<p>A continued focus on coaching for staff.</p> <p>Fast track tutoring for target 20% of pupils.</p> <p>Differences are diminishing between groups of PP/Non PP.</p> <p><a href="#">Support</a></p>
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>	ELSA interventions are used to support children with their mental health and wellbeing.

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Emotion coaching reflective logs as completed by all staff.</li> <li>• A reduction of incident logs on CPOMS.</li> </ul>	<p>The NEST sensory room is used to support identified pupils, including lunchtime support.</p> <p>Referrals to external agencies, including EMHT, completed by the Inclusion Manager to support child and family wellbeing.</p> <p>Protective behaviours CPD for all staff.</p> <p><a href="#">EMHT Workshops in school.</a></p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being at least in line with national figures. The difference between disadvantaged and non-disadvantaged pupils being diminished.</li> <li>• The percentage of all pupils who are persistently late being reduced and the difference between disadvantaged and non-disadvantaged pupils being reduced</li> </ul>	<p><a href="#">Rates of PA decreasing.</a></p> <p><a href="#">Attendance discussed in Inclusion and SLT remaining a high focus.</a></p> <p><a href="#">Support is in place for families to reduce rates of PA.</a></p> <p><a href="#">Next steps: To ensure statutory paperwork is actioned rapidly to decrease holidays and therefore increase attendance.</a></p>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
<p>Primary Knowledge Curriculum for Science, History, Geography, Art and DT.</p>	<p>PKC</p>
<p>Wellcomm S&amp;L</p>	<p>GL Assessment</p>

## Service pupil premium funding (optional)-N/A

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	