

## 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	143
Proportion (%) of pupil premium eligible pupils	31% last year this year 27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	21 <sup>st</sup> October 2024
Date on which it will be reviewed	January 2024
Statement authorised by	Darryl Asbury
Pupil premium lead	Scott Brockhurst
Governor / Trustee lead	Ann Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560 this year £94,575.00 last year
Recovery premium funding allocation this academic year	£9425 last 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	£104,000 last year £69, 560 this year

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

Our aim at Bird's Bush Primary School is to provide an ambitious curriculum designed to ensure that all pupils, regardless of their background, have the opportunity to succeed. We are committed to overcoming the barriers faced by disadvantaged pupils, and we acknowledge that many of these children start school with a need to develop their vocabulary and self-regulation skills. Our strategy is rooted in consistently high-quality first teaching and a curriculum that is well-adapted to meet the needs of all pupils, ensuring progress and high attainment across all subject areas.

Reading, vocabulary, and oracy development are essential components of our strategy. We know that these skills are critical for accessing learning across the curriculum. We use robust diagnostic assessments and follow evidence-based recommendations from the Education Endowment Foundation (EEF) to guide our teaching strategies. These include targeted interventions and high-quality teaching designed to close attainment gaps.

Our strategy is also a core part of our school's wider education recovery plans, specifically supporting pupils whose education has been most disrupted, particularly through the National Tutoring Programme. Through this strategy, we aim to improve attendance, behaviour, and wellbeing for all pupils, particularly those from disadvantaged backgrounds.

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 challenges outlined.

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.	<ul style="list-style-type: none"> <li>• <b>Assessment Measures:</b> Assessments such as the Language Assessment (e.g., Language for Learning, WellComm) will be used at the beginning and end of the academic year to quantify improvements in oral language skills. Observations in class will also be documented to provide qualitative evidence of improved engagement and participation in discussions.</li> <li>• <b>Engagement Metrics:</b> Increased engagement in lessons will be monitored through participation rates in class discussions and group work, with an expectation that all disadvantaged pupils contribute at least once in every session.</li> <li>• <b>Written and Verbal Responses:</b> Improvement will be evident through enhanced quality of verbal contributions in class and written responses in assignments, measured through a standardized rubric focusing on vocabulary use, sentence structure, and clarity of expression.</li> <li>• <b>Formative Assessments:</b> Regular formative assessments will show a marked improvement in pupils' ability to articulate ideas, with target scores increasing by 20% from baseline assessments.</li> </ul>
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> <li>• <b>Standardised Testing:</b> KS2 outcomes will be tracked through standardised assessments, including SATs, with the goal that at least 85% of disadvantaged pupils meet the expected national standard in reading, writing, and maths by the end of Year 6.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Progress Tracking:</b> Continuous tracking of progress through termly assessments will be established, ensuring that disadvantaged pupils make progress at least in line with their peers, targeting an average of 6 points of progress across subjects per year.</li> <li>• <b>Intervention Impact:</b> The effectiveness of interventions (e.g., tutoring, targeted group work) will be evaluated through pre- and post-intervention assessments, aiming for a 25% increase in those who are achieving expected levels by the end of the academic year.</li> </ul>
Improved PSC outcomes by the end of Y1.	<ul style="list-style-type: none"> <li>• <b>Phonics Screening Check Results:</b> The PSC outcomes will be analysed, with an aim for at least 90% of disadvantaged pupils achieving the expected standard by the end of Year 1, reducing the gap between disadvantaged and non-disadvantaged pupils.</li> <li>• <b>Early Intervention Programs:</b> The impact of early intervention programs will be assessed through tracking progress in phonics sessions, with target benchmarks set for phonics assessments every half-term to ensure consistent progress toward the end-of-year goal.</li> <li>• <b>Parental Engagement:</b> Engagement strategies will include workshops for parents on supporting phonics at home, with feedback surveys showing at least 75% of participating parents report an increase in understanding and support for their child's phonics development.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• <b>Wellbeing Surveys:</b> Qualitative data from student voice surveys will be collected at the start and end of the academic year, aiming for a minimum of 80% of pupils reporting an improved sense of wellbeing and belonging within the school community.</li> <li>• <b>Behaviour Incident Reports:</b> Analysis of behaviour incidents logged on CPOMS will show a 30% reduction in reported incidents for disadvantaged pupils, indicating improved emotional regulation and coping strategies.</li> <li>• <b>Emotional Literacy Sessions:</b> The effectiveness of Emotional Literacy Support (e.g., ELSA interventions) will be assessed through pre- and post-intervention assessments, targeting a 50% improvement in emotional literacy scores among participants.</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• <b>Attendance Data Analysis:</b> Attendance rates will be monitored through monthly reports, aiming for overall attendance rates to reach 96% and for disadvantaged pupils to reduce their absenteeism gap by 50% compared to non-disadvantaged pupils.</li> <li>• <b>Punctuality Tracking:</b> Punctuality will be recorded with an aim to reduce persistent lateness by 40%, supported by regular communication with families regarding the importance of attendance.</li> <li>• <b>Parental Engagement Initiatives:</b> The impact of initiatives to engage parents in attendance (e.g., workshops, home visits) will be evaluated through feedback forms, aiming for at least 75% of parents indicating they feel more informed and empowered to support their child's attendance.</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><b>Evidence:</b> High-quality reading comprehension strategies and phonics instruction have been shown to deliver up to six months of additional progress for pupils (EEF, 2017). We will provide continuous professional development (CPD) for staff to ensure teaching is consistently good or better.</p> <p><b>Success Criteria:</b> Improved outcomes in reading and phonics assessments, particularly among disadvantaged pupils, and consistently high-quality teaching observed in lessons.</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><b>Evidence:</b> Developing pupils' ability to think about their own learning can result in significant progress. Research shows that metacognitive strategies can lead to an additional seven months of progress (EEF, 2018). Staff will engage in ongoing training to deliver structured opportunities for metacognitive development, particularly through peer collaboration and accountable talk in lessons.</p> <p><b>Success Criteria:</b> Evidence of effective peer collaboration, improved writing quality across the curriculum, and better self-regulation strategies among pupils.</p>	<p>4</p>
<p>Ensure all staff deliver appropriately timed written and verbal feedback they focus 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><b>Evidence:</b> Research shows that structured tutoring for the lowest performing 20% can result in significant gains (EEF, 2020). We will prioritize one-to-one and small group tutoring to support our most vulnerable pupils in reading, writing, and maths.</p> <p><b>Success Criteria:</b> Disadvantaged pupils make accelerated progress, evidenced by assessment results and narrowing attainment gaps.</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><b>Evidence:</b> Evidence suggests that well-trained teaching assistants and apprentices can deliver cost-effective interventions. Studies show that teaching assistants can have a positive impact when used effectively, particularly in targeted interventions (EEF, 2021). We will recruit two apprentices to deliver targeted interventions, particularly for speech and language development.</p> <p><b>Success Criteria:</b> Disadvantaged pupils demonstrate improved oral communication and reading fluency.</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

## 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>	<ul style="list-style-type: none"> <li>• <b>Evidence:</b> Evidence from the EEF shows that parental engagement can lead to increased attendance (EEF, 2018). Our Inclusion and Safeguarding Manager will work closely with families to address attendance and punctuality issues, supported by Staffordshire’s Education Welfare Officers (EWO).</li> <li>• <b>Success Criteria:</b> Increased overall attendance and reduced persistent lateness among disadvantaged pupils.</li> </ul>	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>	<ul style="list-style-type: none"> <li>• <b>Evidence:</b> Research into adverse childhood experiences (ACEs) highlights the need for targeted emotional support (Anda et al., 2006). We will continue using Emotion Coaching principles, ELSA interventions, and our sensory room to support self-regulation and problem-solving.</li> <li>• <b>Success Criteria:</b> Reduced behaviour incidents improved self-regulation, and qualitative improvements in pupil wellbeing.</li> </ul>	4
<p>We will embed the use of our new school library to create a whole-school initiative focused on developing reading for pleasure and improving oracy skills through storytelling. The initiative will include regular library visits, structured reading time, and storytelling sessions where pupils are encouraged to share their favourite books and stories in small groups, enhancing their oracy through active listening and speaking activities.</p>	<ul style="list-style-type: none"> <li>• Reading for Pleasure and the Reading Framework: The DFE’s Reading Framework emphasizes the critical role of school libraries in promoting reading for pleasure. Research shows that children who read for enjoyment frequently tend to achieve better literacy outcomes, have higher reading fluency, and develop broader vocabularies (Sullivan &amp; Brown, 2015). By making the school library accessible and engaging, and through the regular modelling of reading by teachers, we aim to increase students' exposure to a wide variety of books, fostering intrinsic motivation to read.</li> <li>• The importance of adult modelling and shared reading time (Clark &amp; Rumbold, 2006) is supported by the reading framework’s guidance on creating a book-rich environment. Teachers and support staff will actively model reading for pleasure by sharing their own favourite books with children during library time, contributing to a positive reading culture within the school.</li> <li>• Improving Oracy through Storytelling (Oracy Framework): The Oracy Framework (Voice 21, 2017) highlights that storytelling is a powerful tool for developing children's oracy skills. Research shows that storytelling can help children build key communication skills, including structuring coherent narratives, expanding their vocabulary, and enhancing their confidence in speaking (Alexander, 2008). By incorporating storytelling into our</li> </ul>	1 & 2

	<p>library-based activity, we are embedding a structured opportunity for students to practice both speaking and listening, two core components of the oracy framework.</p> <ul style="list-style-type: none"> <li>• Storytelling circles allow students to use their own words to describe characters, settings, and plotlines, supporting cognitive and linguistic development (Gallets, 2005). Additionally, peer-led discussions about books provide a collaborative space to practice oracy, with evidence showing that such peer interactions can significantly contribute to the development of communication skills (Mercer, 2000).</li> <li>• The Role of Libraries in Community Building: School libraries can also play a crucial role in building a sense of community around reading. By encouraging students to share their reading experiences with peers, they not only deepen their understanding of texts but also build relationships through shared stories. Research suggests that when children discuss books and reading with their peers, it promotes critical thinking, empathy, and social connectedness (Sonnenschein, Stapleton, &amp; Benson, 2010). This sense of community enhances both reading for pleasure and oracy skills in an authentic, social context.</li> </ul>	
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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
Primary Knowledge Curriculum for Science, History, Geography, Art and DT.	PKC
Wellcomm S&L	GL Assessment

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

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

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