Bushfield Pupil Premium Strategy statement *2025 - 2026*

This statement details our school's use of pupil premium 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
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	S. Springett-McHugh
Pupil premium lead	L. Macdonald
Governor / Trustee lead	J. Yeo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680
Recovery premium funding allocation this academic year.	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£169,680

Part A: Pupil premium strategy plan

Statement of intent

Bushfield School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils. Currently there is an enhanced focus on targeted intervention and quality first teaching in the first year using the expertise of experienced staff teachers using targeted and short intervention which is frequently reviewed.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Writing attainment is behind that of their peers
2	Reading attainment is behind that of their peers
3	Reasoning in maths attainment
4	Vulnerable families and pupils with emotional and social needs / lack of home support with learning
5	Ensure there is a focussed monitoring on attendance and maintaining good attendance

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
To achieve improved progress in Reading	Achieve 80-85% of children achieving the national standard by 2027
To achieve improved progress in Writing	Achieve 80-85% of children achieving the national standard by 2027

To achieve improved progress in Mathematics	Achieve 80-85% of children achieving the national standard by 2027
To improve attainment in the MTTC	Children to achieve 70% getting a score of 20 or over correct in 2027
To improve vulnerable children's engagement with school	To see an improvement in PP/Send attendance by 2027
To improve attendance figures	To Achieve 95% attendance by 2027

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 'White Rose Maths' structure to Maths lessons. Invest in Quality CPD. Ensure consistent quality of delivery across the school. Monitoring and evaluation schedule set up	EEF research (2021) 'improving maths at KS2 & 3' shows that improvements in maths can be achieved through activities that - Use manipulatives and clear representation - Teach strategies for solving problems - Develop rich mathematical knowledge. Which is actively promoted via White Rose Maths	3,4,5
Overstaffing or Set teachers in Years 3,4,5 & 6 for core subjects to improve progress and attainment.	Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. (EEF, 2021)	1,2,3,4,5

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

Budgeted cost: £18,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund tuition opportunities for pupils to establish small group interventions for children to reach age related expectations (ARE)	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF, 2021)	1,4,5
Embed and refine the use of quality intervention materials: Learning By Questions to support small group intervention work.	'Evidence indicates that one to one tuition (and small group tuition) can be effective, providing approximately five additional months' progress on average. – EEF 'how effective is the (tutoring) approach' Teach reading comprehension strategies through modelling and supported practice - EEF The Education Endowment Foundation (EEF) has recently published its latest guidance report, Using Digital Technology to Improve Learning. The report reviews the best available evidence to offer schools four recommendations regarding how technology can improve teaching & learning – in this instance, specifically the 'use of technology to increase the benefits of practice to improve fluency or retention of information' And Immediate feedback - LBQ The EEF reports that feedback over a school year is equivalent to 8 months of additional teaching	3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities –To provide wider curriculum enrichment opportunities to broaden children's life experiences - Support for residential visits, clubs/fixtures etc.	Physical activity has important benefits in terms of health, wellbeing and physical development. Residential experiences do support vulnerable learners enabling them to achieve their expected results in SATs assessments. The survey results have a strong reliability and demonstrate a high correlation for the following impacts on personal effectiveness and locus of control: • Cooperative Teamwork • Leadership Ability • Internal Locus of Control • Open Thinking • Quality Seeking • Social Effectiveness • Stress Management. The impact of residential experiences on pupil progress and attainment in year six (10 – 11 year olds) in England. A Learning Away Comparative Research Study / 'Evidence on life skills and enrichment – teacher tool kit	4,5
Improve attendance and thereby access to learning – sharing the cost of an Attendance Officer role in school.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4,5
Offering wrap-around care (breakfast and afterschool clubs) for pupils to encourage engagement with school	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation. (EEF, 2021)	1,2,3,4,5
Develop social and language skills – using a Learning Mentor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (EEF, 2021)	4,5

Total budgeted cost: £ 169,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria
To achieve improved progress in Reading	Achieve 80-85% of children achieving the national standard by 2027
To achieve improved progress in Writing	Achieve 80-85% of children achieving the national standard by 2027
To achieve improved progress in Mathematics	Achieve 80-85% of children achieving the national standard by 2027
To improve attainment in the MTTC	Children to achieve 80-85% getting a score of 20 or over correct in 2027
To improve vulnerable children's engagement with school	To see an improvement in PP/Send attendance by 2027

Aim: To achieve improved progress in Reading

Target: Achieve 80-85% of children achieving the national standard by 2027

Last year 92% of the Year 6 cohort achieved the expected standard. 81% of our Pupil Premium children (26/32) achieved the expected standard compared to 98% of our Non-Pupil Premium children. 3 of the 6 (9.5%) Pupil Premium children were also SEND and achieved well from their start points. The national average was 75% so while there is a gap between the Pupil Premium and Non-Pupil Premium in school attainment, our Pupil premium children obtained a higher pass rate than the national average.

Internal data shows that both groups (Pupil Premium and Non-Pupil Premium) have made above expected progress with Pupil Premium children making significantly above with 10.78pts progress compared to above progress of 9.68 for Non-Pupil Premium. (8pts = good / expected progress).

Aim: To achieve improved progress in Writing

Target: Achieve 80-85% of children achieving the national standard by 2027

Last year 82% of the Year 6 cohort achieved the expected standard. 78% of our Pupil Premium children (25/32) achieved the expected standard compared to 83% of our Non-Pupil Premium children. 3 of the 6 (9.5%) Pupil Premium children were also SEND and achieved well from their start points. The national average was 72% therefore both groups significantly exceeded the national averages. The attainment gap between the two groups equates to a difference of 1 pupil making / not making the expected standard in either group.

Internal data shows that both groups (Pupil Premium and Non-Pupil Premium) have made above expected progress with Pupil Premium children making an average of 9.21pts progress compared to 9.32pts for Non-Pupil Premium. (8pts = good / expected progress). Meaning the groups are performing on average the same as each other.

Aim: To achieve improved progress in Mathematics Target: Achieve 80-85% of children achieving the national standard by 2027 Last year 91% of the Year 6 cohort achieved the expected standard. 88% of our Pupil Premium children (28/32) achieved the expected standard compared to 93% of our Non-Pupil Premium children. The national average was 74% therefore both groups significantly exceeded the national averages. While there is a gap between the Pupil Premium and Non-Pupil Premium in school attainment, our Pupil Premium children obtained a higher pass rate than the national average. Internal data shows that both groups (Pupil Premium and Non-Pupil Premium) have made significantly above expected progress with Pupil Premium children making an average of 10.12pts progress compared to 10pts for Non-Pupil Premium. (8pts = good / expected progress). Meaning the groups are performing on average the same as each other.
Aim: To improve attainment in the MTTC Target: Children to achieve 70% getting a score of 20 or over correct in 2027 The school achieved an average score of 19.12 an improvement from 15.2 the previous year. We are just below the national benchmark of 20 but we are pleased with the progress. 59% of children achieved a score of 20 or over with a further 13% scoring just 1-2 marks below 20. This is a good improvement on the previous year, and we will continue to apply the same strategy with the addition of more online resources to support pupil learning in school.
Aim: To improve vulnerable children's engagement with school Target: To see an improvement in PP/SEND attendance by 2027 The whole school performance regarding attendance was 94.3% vs 94.8 nationally. We would view this as in line with national figures and an improvement on the previous year's whole school attainment (93%). Looking more closely at the specific subgroups their overall attendance is 1-2% behind the school average. However, our Pupil Premium groups and our SEND cohorts are attending in line with their national peers: Pupils with Free School Meals (FSM) 92.9% (National 92.2%); Pupils with Special Educational Needs (SEN) support 92.1% (National 92.3%) In the last year we have restructured the Attendance Officer hours to give greater scope for engaging with families to attend school. We have also increased the frequency and thresholds at which home visits are undertaken and removed the ability to remotely leave absence messages, favouring person to person engagement instead. we are also utilising the A Star Attendance Solutions to monitor and report on attendance concerns. We will maintain this strategy going forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Learning Village	Across Cultures
A Star Attendance	Attendance Solutions
Reading Eggs	3P Learning

Reading online tutoring	Reading Plus
Online tutoring support Maths	Learning By Questions
The Write Stuff	Jane Considine
White Rose Maths	White Rose Education
Times table fluency program	Number Sense Maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.