

Pupil Premium Strategy - Bushfield School

Summary information

School	Bushfield School				
Academic Year	2018-19	Total PP budget	£145,200	Date of most recent PP Review	May 19
Total number of pupils	440	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Sept 19

Current attainment

SATs Results 2017-2018	Pupils eligible for PP at Bushfield	Pupils not eligible for PP national average:
% achieving expected standard or above in reading, writing & maths	76%	70%
% making expected progress in reading (as measured in the school)	2.09	0.31
% making expected progress in writing (as measured in the school)	1.82	0.24
% making expected progress in mathematics (as measured in the school)	2.14	0.31

Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Vulnerable families and pupils with emotional and social needs
B.	High numbers of pupils with EAL
C.	Low attaining at KS1 (6 of 7 low attaining pupils were PP in Y6 2017-18)

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Tackling pupil premium absence
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Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	PP attainment remains above that of national non-pupil premium	Above 76% meeting expected standard
B.	Pupil premium children make better than national PP progress	Progress to be 2pts in all subjects
C.	To support the health and welfare of PP children	Increased attendance to 96%

D.	To develop the social and emotional skills of PP children	100% attending clubs, 50% attending residential
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Review of expenditure				
Previous Academic Year		2017-2018 - £154,440		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Breakfast Club	Improve attendance and readiness to learn.	School attendance is 96% Key children's attendance and 'lates' improved. Tailored support for specific families who are struggling.	This will be continued	£4,855
Pupil Premium Lead	Support, co-ordinate and monitor the impact of PP strategies	Interventions have been tracked and reported on. Meetings have been held and initiatives presented to governors. The data shows good progress for this group of pupils	This will be continued	£7494
Set teaching support	To raise progress and attainment of PP children	See above table and attainment and progress headlines. PP children attaining well and broadly in line with the whole year group. PP children have made more progress (especially in Year Six) than the non-PP children this year.	This will be continued – see the results listed above	£38,204
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
1:1 Tuition	To work across year groups and with class teacher to support children with specific gaps in their learning.	See above table and attainment and progress headlines. PP children attaining well and broadly in line with the whole year group. PP children have made more progress (especially in Year Six) than the non-PP children this year.	This will be continued	£1,675
Additional sport staff members	To increase the amount of physical activity for children to promote the link between health and fitness and concentration. Also, to	97% of children attend a school club 99% of the children represented the school 92% of the children represented the school twice 100% of the school have an additional PE lesson each week	This will be continued	£13,185

	promote wider club and fixture opportunities.			
Learning Mentor/TA support	To support children with emotional/social needs in class.	The number of children supported by staff in the mentoring role increased. Of the 28 pupils seen, 14 were PP. 100% of observations showed behaviour in class as good or outstanding. Observed improved over time with specific individuals.	This will be continued	£74,287
Lunchtime Inclusion Club	To support vulnerable children during lunchtime through a nurturing and supporting atmosphere.	On the whole, children were more settled after lunchtime and ready to learn.	This will be continued	Part of above

iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Residential visits subsidy	To help ensure equal opportunities are available to children despite their financial standpoint.	61 children able to access school residential visits through this subsidy.	This will be continued	£10,000
Play therapy	To support children with emotional/social needs to improve their engagement in class.	100% improvement in behaviour of children working with play therapist. Summary report available upon request.	This will be continued	£3,823
Piano tuition	Specific intervention looking at raising children's self-esteem.	Summary report available upon request. Twelve children accessed this resource.	This will be stopped for a year due to the teacher training.	£840
Educational Psychologist	Specialist knowledge for children needing support to access education.	Worked specifically with two children and their families. Interventions and strategies in place for these children.	This provision will be continued for other families	£1500
Booster groups	To work with Pupil Premium children across the school to raise attainment, progress and engagement.	See Exciting Writing Maths and Reading Summary Report.	This will be continued	£750
Non-Academic Interventions	Forest School – Increase confidence and social skills.	See Non-Academic attendance and impact report.	These will be continued	£1,140 £2,280

	Graffiti club – Builds sense of achievement and social skills. PAT dog – Increase confidence, communication and reduces reading anxiety.			FoC
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Planned expenditure

Academic year	2018-2019 - £145,200
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i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Attendance support for pupils & families – led by, DHT, Inclusion Manager, Learning Mentors and School Office	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx. 15 vulnerable families across the year.	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	May: PP attendance is 95% 3.1% of persistent absence are pupil premium children.	EHT, AHT, DHT, IM, SLT Governors	Sept '19
Breakfast club serving approx. 60 children with provision for vulnerable children - led by Breakfast Club Manager and 5 staff.	Improved attendance, punctuality wellbeing and readiness to learn (approx. 60 children)	Whole school- targeted at PP children, other vulnerable children and children with poor attendance to ensure they are in and ready to learn.	May: Approximately 22% of these are PP and the school provides free breakfast club to a small number of students.	EHT, AHT Governors	Sept '19
Learning Mentors and TA support for children and families.	Targeted focus work with pupils to enable them to access learning in and out of class.	To offer additional support for children who require SEMH support during school.	May: The Learning Mentor regularly meets with approximately 15 students a week in targeted 1:1 or	IM, LM, Governors	Sept '19

			small group sessions. There is a flexibility to her time as she will often support children during difficult situations.		
Total budgeted cost					£82,500
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Additional Set Teachers 5 mornings a week in Year 4 and 5 and 6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils boosting Reading, Writing and Maths.	To raise attainment and progress in line with objectives above.	May: All spring term progress measures were expected or above. Writing in Y5 for PP needs more focus.	EHT, AHT, HOY4 and 5 Governors	Sept '19
Additional support staff	To increase the amount of physical activity for children to promote the link between health and fitness and concentration. Also, to promote wider club and fixture opportunities.	To allow all the children to engage in clubs that promote their personal interests and develop social circles outside of the classroom	May: PE department to include PP figures on attendance data.	IM, SLT	Sept '19
Lunchtime inclusion club	To support vulnerable children during lunchtime through a nurturing and supporting atmosphere.	Targeted at PP children and other vulnerable children to build confidence and self-esteem during more unstructured times	May: This provision is accessed by students may struggle with the social demands of lunch time. Attendance varies but, at times, it is used by around 50 students.	IM	Sept '19
Play Therapy	To support children with emotional/social needs to improve their engagement in class.	Children with SEMH vulnerability across year groups to have professional support.	May: 7 students have been supported through play therapy, 3 are PP.	EHT, AHT, DHT, IM	Sept '19

Total budgeted cost					£47,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Residential Visits subsidy	To help ensure equal opportunities are available to children despite their financial standpoint. To increase participation in events outside of normal routines	All PP eligible children across the school to be able to attend residentials to build life experience and independence/ social skills	May: 59 PP students to attend residential visits across the year groups.	EHT Governors	Sept '19
A range of non-academic interventions	Forest School – Increase confidence and social skills. Graffiti club – Builds sense of achievement and social skills. PAT dog – Increase confidence, communication and reduces reading anxiety.	To raise self-esteem and self-worth in children by extending their engagement in activities outside of the curriculum.	May: Over 130 students have benefited from at least one non-academic intervention so far this year, including approximately 35 PP children.	IM, EHT, AHT, DHT, SLT	Sept '19
1:1 Tuition	To work across upper school and with class teacher to support children with specific gaps in their learning.	To raise attainment and progress in line with objectives above.	May: Teachers and HLTAs have provided extra tuition to small groups of students outside of the normal teaching timetable supporting 20 PP students.	DHT, SLT	Sept '19
Education Psychologist	Specialist knowledge for children needing support to access education.	Used to support children with needs that are unidentified	May: 1 PP child has had an EP assessment	SLT, IM	Sept '19
Total budgeted cost					£16,000
Additional detail					
Bushfield School actively promotes equality of opportunity for all pupils, parents, staff and, governors, creating a learning community where everyone is 'Proud of who they are', 'Skilful Learners' and 'a Team Player' allowing us all to 'Be the Best You Can Be'!					

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Context

Bushfield School is a large 4-form entry school with 440 pupils. Almost two thirds of pupils at the school are from White British backgrounds. Approximately one fifth of pupils are of Pakistani heritage. The proportion of students who speak English as an additional language is well above that found nationally. Currently, the percentage of pupils eligible for Pupil Premium funding is 24%.

Rationale

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.

Ofsted March 2015

'Leaders makes good use of the pupil premium funding. Effective additional support is provided for eligible pupils and their progress is very carefully tracked. For example, there is good evidence to show that supporting disadvantaged pupils through teaching them music has positively contributed to their good and improved behaviours.'