



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bushbury Lane Academy
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,965.00
Recovery premium funding allocation this academic year	£17,255
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	£196,220



## Part A: Pupil premium strategy plan

### Statement of intent

Bushbury Lane Academy is positioned in the centre of a very disadvantaged community. It is evident that a large proportion of children join our school working well below the expected age related standards and face challenges such as poor language and communication skills. The pupil premium strategy, introduced in 2011, is a sum of money given to schools each year to improve the attainment of disadvantaged children. At Bushbury Lane Academy, we aim to strategically use this pupil premium funding to achieve our vision and ensure all our children reach their full potential and succeed academically, personally and socially. To ensure we are using the allocated money appropriately to achieve this, we utilise national research and the analysis of school data to identify and break down barriers for disadvantaged pupils.

At Bushbury Lane Academy, we truly believe that no child should be left behind.

Our key objectives in using the Pupil Premium funding are to ensure that:

- All disadvantaged pupils make good progress across all curriculum areas through quality first teaching and learning and personalised intervention programs.
- A greater proportion of pupils receiving additional funding are achieving at least ARE at the end of key stages.
- Barriers to learning are removed through nurture, curriculum provision, enhanced curriculum opportunities and individual support for both the pupil and their family (where appropriate).
- The differences in attainment and progress are diminished between disadvantaged and non-disadvantaged pupils.
- Attendance improves for pupil groups, where it is not in line with national data.
- A widening of opportunities is available for all children.



## Challenges

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

Challenge number	Detail of challenge
1	Low level neglect: Many of our pupils suffer continuous low-level neglect. Lack of correct nutrition, lack of exercise, lack of parental support with schoolwork, lack of effective emotional support, lack of consistency (e.g. In bed times) and lack of boundaries.
2	Communication and Language: Pupil's communication and language upon entry is well below national expectation. Pupils are less likely to experience high quality oral interactions in their families, which develop and support oral language acquisition from an early age.
3	Life experiences: Pupils are less likely to experience important life experiences such as visiting forests/woodland, going on hikes, visiting lakes and beaches, visiting places of interest (museums, galleries, churches etc), and going swimming, due to high unemployment, low income, limited community engagement and a lack of positive role models. This lack of life experiences restricts their imagination and application of key knowledge.
4	Enrichment: Parental contributions are extremely limited. Parents are unable to help fund school trips, visits and experiences. This is particularly restricting for our most enriching offers such as outdoor educational residential and overseas trips.
5	Support with SEND: Many disadvantaged pupils have additional needs associated with SEND, which are unable to be effectively supported in the home due to challenges that parents and carers face.
6	Attendance: The attendance of pupils is not prioritised by families in order to maximise progress and attainment. In particularly persistent absence is a key issue for some of our hard-to-reach pupil premium families. Parents don't work, or value education and therefore pupils aren't brought into school regularly or arrive late and miss whole sessions of learning.



## 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
The academic progress made by pupil premium pupils will be in line or above that of other pupils.	All pupils, who receive pupil premium funding, will make good progress in reading, writing and maths from their starting points.
Pupil premium pupils will have full access to the wide range of enrichment activities offered.	Pupils, who receive pupil premium, engage in Year group trips as planned on the school curriculum map. Pupils participate in extracurricular clubs and take part in the 11 b4 11, year group promises.
All pupils will receive effective social and emotional support to be able to confidently participate in the curriculum.	All pupils, who receive pupil premium funding, will make good progress from their starting points. Pupils, who are identified as needing it, are placed into Nurture groups led by the school's Pastoral Lead.
Pupils, where necessary, will catch up with their peers and will meet age related expectations by the end of the year.	Pupils, who have been identified as experiencing the greatest loss of learning time, from the information gathered from data analysis and pupil progress meetings will catch up. The gap between these children and other peers will be diminished.
All children are able to initiate and converse using high quality oral interactions from an early age.	Pupils are supported with their use of vocabulary, articulation of ideas and spoken expression until they are able to demonstrate effective use independently. Teachers are effectively trained to ensure that they model and develop pupils' oral language skills and vocabulary development and are confident in making speech and language referrals in collaboration with the SENDCO if required.
The school monitors attendance data closely and quickly identifies pupils, whose attendance is becoming an issue and works with the family before low attendance impacts on learning.	Attendance letters and attendance meetings are used timely with families to ensure rapid intervention. Persistent absence rates reduced.



## 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: £33,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Development day provided to RWI Lead, Staff and SLT to ensure that phonics and early reading is being delivered effectively to our children.	EEF toolkit shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Purchase of high- quality reading texts to develop pupils' fluency, enjoyment of reading and to accelerate reading miles.	DfE guidance suggests that texts should be carefully chosen across the curriculum. Specifically, texts should build on pupils' prior knowledge and vocabulary from previous reading, thus preparing them to understand increasingly complex texts. <a href="https://publishing.service.gov.uk">The reading framework (publishing.service.gov.uk)</a>	1, 2
'Cornerstones Maestro' resource to support with effectively sequenced planning and high-quality outcomes in all curriculum areas.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. <a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4 and 5
Ensure that all ECT's receive regular high quality mentor	Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here:	2, 3, 4 and 5



sessions in order to promote good or better outcomes for all.	<a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	
Curriculum Development Day led by external company to support and further enhance the curriculum at Bushbury.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	2 and 5
Yearly subscription to Maths No Problem as a tool to support the teaching and learning within mathematics.	The Maths — No Problem! Primary Series was assessed by the DfE’s expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery.  Maths No Problem is a tool that we have used at Bushbury for the last three years. Our end of KS1 and KS2 results for Mathematics have been in line or above National.	2 and 5
Oxford Owl subscription to provide extensive CPD for staff linked to phonics and spelling.	EEF toolkit shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2 and 5



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

Budgeted cost: £ 91,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff used to provide small group work and interventions to allow for targeted quality teaching across the curriculum.	<p>The average employment of the deployment of Teaching Assistants is about an additional 4 months progress over the course of a year. Teaching Assistants can provide a large, positive impact on learning outcomes. Further evidence is documented here.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2 and 5
Peripatetic music lessons delivered to Year 3 and Year 4 children by Wolverhampton Music Services.	<p>Learning a musical instrument is fun, build confidence and can open the door to a lifelong passion for music. Our children will have the opportunity to play instruments in Year 3 and Year 4 as well as take the instruments home to practice their skills in between weekly lessons.</p>	3 and 4
Invest in Test Base to support Teaching staff with resourcing for high quality interventions.	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</p> <p><a href="https://educationendowmentfoundation.org.uk/2-targeted-academic-support-eeef">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	2 and 5
Use of Provision Map as a comprehensive tool which enables us to map and manage provision effectively and efficiently.	<p>Using the Provision Map software, school leaders can map out interventions, keep track of which interventions are being used and identify which staff are involved, supporting the planning of TA deployment. Crucially, Provision Map also provides a way of measuring the impact of each intervention to ensure they are effective.</p> <p><a href="#">How to set up Provision Map in a new school</a></p>	5



<p>Educational Psychologist services to support staff in setting targets and adapting provision to ensure that all SEND pupils thrive.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>5</p>
<p>Invest in professional development internally and through Outreach Services for Teaching Assistants to improve provision for SEND pupils and to deliver small group structured interventions.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2 and 5</p>
<p>Purchase of oracy cards for all curriculum areas, WIDGIT and EAL books to develop pupils' communication and language development.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">English as an additional language (EAL)   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 5</p>
<p>Purchase of NTS tests to assess individual's strengths and weaknesses.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Education Endowment Foundation   EEF</a></p>	<p>2 and 5</p>





<p>Subscription to TTRS.</p>	<p>To improve mathematics for all pupils in KS1 and KS2, it is pivotal to develop pupil's motivation and enjoyment of maths. School leaders should ensure that all staff including non-teaching staff encourage enjoyment in maths for all children.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3-eef">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning-eef">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 5</p>
<p>Pastoral Lead to run 1:1 and small group interventions to ensure pupils are ready and equipped to learn.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-eef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 and 2</p>

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

Budgeted cost: £ 71,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of Thrive to assess pupil's social, emotional and mental development and provide high quality interventions.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-eef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 and 4</p>
<p>Embed Commando Joes to build pupil's resilience, teambuilding skills and empathy.</p>	<p>Evidence suggests that character related approaches can be most effective for improving attainment when they are specifically linked to learning. Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices.</p> <p><a href="https://educationendowmentfoundation.org.uk/life-skills-and-enrichment-eef">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Pastoral lead and team managing an intense attendance reward and monitoring system</p>	<p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more</p>	<p>1 and 6</p>



	<p>beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="#">Mentoring   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
<p>Embed the use of nurture groups, delivered by the pastoral team.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">Social and emotional learning   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	4
<p>Subsidy of enrichment activities (trips, visits, residential)</p>	<p>Through participation in challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="#">Life skills and enrichment   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	3 and 4
<p>Subsidy of extra-curricular clubs, for example football club and choir.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="#">Physical activity   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	3 and 4
<p>Use of Educational Welfare officer to support pastoral lead in monitoring and improving attendance across the school.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. The full report can be found here.</p> <p><a href="#">Department for Education</a> <a href="http://publishing.service.gov.uk">(publishing.service.gov.uk)</a></p>	6



<p>Access to breakfast club and after school club.</p>	<p>Good quality wraparound childcare has a positive impact on children’s outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills. Full information can be found here:  <a href="https://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a>            It is also noteworthy that school level attainment data may be impacted by the improved attendance and punctuality associated with the provision of breakfast clubs</p>	<p>1</p>
<p>Access to fruit at break times and lunch times.</p>	<p><a href="https://publishing.service.gov.uk">School food and attainment: review of the literature (publishing.service.gov.uk)</a></p>	<p>1</p>
<p>Introduction of Attendance trackers and rewards to further target our PA register.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. The full report can be found here.  <a href="https://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p>	<p>6</p>

**Total budgeted cost: £ 196,220**



## 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.

Focus	Impact															
Academic progress and outcomes	<p><u>Attainment results</u></p> <table border="1" data-bbox="735 779 1410 1021"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>69%</td> <td>65%</td> <td>73%</td> <td>65%</td> </tr> <tr> <td>KS2</td> <td>71%</td> <td>75%</td> <td>71%</td> <td>57%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• EYFS – 68%</li> <li>• Phonics – 77%</li> </ul> <p><u>KS2 Progress measures</u></p> <p>Reading progress score 1.4 (-1.1 to 4.0)</p> <p>Writing TA progress score 0.9 (-1.6 to 3.3)</p> <p>Mathematics progress score 0.3 (-2.2 to 2.8)</p>		Reading	Writing	Maths	Combined	KS1	69%	65%	73%	65%	KS2	71%	75%	71%	57%
	Reading	Writing	Maths	Combined												
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KS2	71%	75%	71%	57%												
CPD for all staff to develop classroom practice	<ul style="list-style-type: none"> <li>➤ 100% of teaching across the school is good or better.</li> <li>➤ Clear processes have been introduced in all areas of the curriculum to provide sequential learning for all children and consistency in teaching and learning across the school.</li> <li>➤ Improved consistency in teaching methods.</li> <li>➤ Improved subject and pedagogical knowledge amongst staff.</li> </ul>															



<p>CPD for TA's to deliver high quality interventions across areas of the curriculum</p>	<ul style="list-style-type: none"> <li>➤ Teaching assistants have access to bespoke, individualised intervention programs and resources.</li> <li>➤ Outreach Services have delivered bespoke training to all staff resulting in a more sophisticated understanding of how to best meet SEND pupils needs.</li> <li>➤ Formative and summative assessment strategies quickly highlight children who are in need of intervention and gaps are addressed quickly.</li> </ul>
<p>Develop practice of the Pastoral Team to support children with emotional, social and mental health; target attendance and support families.</p>	<ul style="list-style-type: none"> <li>➤ Attendance is monitored closely and issues with individual children's attendance is acted on quickly</li> <li>➤ Pastoral lead works effectively alongside the Education welfare officer to improve attendance across the school.</li> <li>➤ Nurture groups are in place for children who need support socially and emotionally.</li> <li>➤ Families are supported by the pastoral lead and relationships between home and school have developed.</li> </ul>



## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Curriculum Maestro	Cornerstones
PHSE	Jigsaw
Singapore Maths	Maths No Problem
Focussing on RESPECT agenda	Commando Joes
Commando Joes	CJ's Education Services
Read, Write, Inc Phonics	Ruth Miskin Training
Times table Rockstars	Times Tables Rockstars