



## Pupil premium strategy statement

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
School name	Bushbury Lane Academy
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/25 <b>2025/26</b> 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
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	<b>£189,880</b>
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	<b>£189,880</b>



## **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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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 verbal interactions in their families, which develop and support 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 to maximise progress and attainment. In particular, 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 their peers will be lessened.
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 can 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 in a timely fashion 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 **this academic year** to address the challenges listed above.

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

Budgeted cost: £63,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training to be delivered to all staff to ensure that phonics and early reading is delivered effectively to our children. RWI lead to attend regular training sessions and updates, to disseminate information, ensuring that staff knowledge remains up to date.	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.	2
Purchase of further high quality reading texts to support reading for pleasure and improve reading stamina and skills.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2
Purchase of My Happy Mind resource to support mental health, resilience and wellbeing, and to develop	<a href="https://www.myhappymind.com/national-impact-report-form">myHappymind National Impact Report Form</a>  Validation reports have proved that myHappymind is an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience and wellbeing consistent with the	1, 2, 3



the PSHE/ RSHE curriculums.	expectations of the current UK education and health policies. Also backed by the NHS due to the positive impact on a reduced number of CAMHS referrals.	
Music, PE and PSHE (My Happy Mind) CPD for all classroom staff to support with effectively sequenced planning and high-quality outcomes in all curriculum areas.	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4 and 5
CPD of all staff on REAch2 curriculum to support with effectively sequenced planning and high-quality outcomes in all curriculum areas.	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4 and 5
Ensure that all ECT's receive regular high quality mentor sessions in order to promote good or better outcomes for all.	<p>Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here:</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4 and 5

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

Budgeted cost: £ 57,496

Activity	Evidence that supports this approach	Challenge number(s) addressed



Refresher CPD for KS2 Teaching Assistants to deliver Fresh Start program to support KS2 children with developing word reading skills and comprehension.	If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate. <a href="https://educationendowmentfoundation.org.uk/education-evidence-reviews/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Invest in professional development for teaching assistants to deliver small group structured interventions.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence-reviews/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2 and 5
CPD from SALT to provide staff with knowledge and expertise to deliver high quality speech and language intervention for individual children.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence-reviews/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Adrenaline Maths from Premier League Primary Stars to promote enjoyment and participation in maths.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence-reviews/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence-reviews/using-digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	2 and 5
Emotional Wellbeing Lead and Nurture Lead to run 1:1 and small group interventions to ensure pupils are ready and equipped to learn.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence-reviews/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2



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

Budgeted cost: £ 65,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed myHappymind to build pupil's resilience, wellbeing and empathy. Extend the reach of this resource to families through the introduction of the myHappymind app for families.	<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 (educationendowmentfoundation.org.uk)</a></p>	4
Pastoral lead and office admin assistant managing an intense attendance reward and monitoring system	<p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more 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="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	1 and 6
Embed the use of nurture groups, delivered by a TA who is released to support PM sessions for children with SEMH needs.	<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 (educationendowmentfoundation.org.uk)</a></p>	4
Introduce the use of ELSA via the nurture TA, to enable focus on key children who have ongoing emotional needs.	<p><a href="https://educationendowmentfoundation.org.uk">Evaluation Reports – ELSA Network</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Other Research – ELSA Network</a></p>	
Subsidy of enrichment activities (trips, visits, residential)	<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>	3 and 4



	<a href="https://www.educationendowmentfoundation.org.uk/research/life-skills-and-enrichment">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	
Subsidy of extra-curricular clubs, for example football club and choir.	<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="https://www.educationendowmentfoundation.org.uk/research/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	3 and 4
Use of Educational Welfare officer to support pastoral lead in monitoring and improving attendance across the school.	<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 <a href="#">here</a>.</p> <p><a href="https://www.education.gov.uk/publishing/service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p>	6
Access to breakfast club and after school club.	<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 <a href="#">here</a>:</p> <p><a href="https://www.education.gov.uk/publishing/service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p> <p>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><a href="https://www.gov.uk/government/publications/free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026">Free breakfast clubs: guidance for schools and trusts for phase 1 of the national rollout from April 2026 - GOV.UK</a></p>	1
Access to fruit at break times and lunch times.	<a href="https://www.education.gov.uk/publishing/service.gov.uk">School food and attainment: review of the literature (publishing.service.gov.uk)</a>	1



**Total budgeted cost: £ 186,480**



## 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 2024/25 academic year.

Focus	Impact																																																			
Securing good outcomes.	<p>End of year results for Key Stage 1 and Key Stage 2 show rapid progress.</p> <p><b>Disadvantaged pupils - Reading, writing and mathematics expected standard</b></p> <table border="1"><thead><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr></thead><tbody><tr><td>3-year</td><td>60</td><td>65%</td><td>46%</td><td>Above (sig+)</td><td>68%</td><td>-3</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>21</td><td>67%</td><td>47%</td><td>Above (non-sig)</td><td>69%</td><td>-2</td><td>Widening</td><td>High - FSM</td></tr><tr><td>2024</td><td>20</td><td>85%</td><td>46%</td><td>Above (sig+)</td><td>67%</td><td>18</td><td>Positive gap</td><td>High - FSM, Low - Stability</td></tr><tr><td>2023</td><td>19</td><td>42%</td><td>44%</td><td>Close to average (non-sig)</td><td>66%</td><td>-24</td><td>Not available</td><td>High - FSM, Low - Stability</td></tr></tbody></table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	60	65%	46%	Above (sig+)	68%	-3	Not applicable	Not applicable	2025	21	67%	47%	Above (non-sig)	69%	-2	Widening	High - FSM	2024	20	85%	46%	Above (sig+)	67%	18	Positive gap	High - FSM, Low - Stability	2023	19	42%	44%	Close to average (non-sig)	66%	-24	Not available	High - FSM, Low - Stability
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CPD for all staff to develop classroom practice	<ul style="list-style-type: none"><li>➤ 80% of teaching across the school is good or better.</li><li>➤ Clear processes have been introduced in all areas of the curriculum.</li><li>➤ Improved consistency in teaching methods.</li><li>➤ Improved subject and pedagogical knowledge amongst staff.</li></ul>																																																			
CPD for TA's to deliver high quality interventions across areas of the curriculum	<ul style="list-style-type: none"><li>➤ Teaching assistants have access to bespoke, individualised intervention programs and resources.</li><li>➤ Formative and summative assessment strategies quickly highlight children who are in need of intervention and gaps are addressed quickly.</li></ul>																																																			
Train nurture lead and to support children with emotional, social and mental health. High quality resources	<ul style="list-style-type: none"><li>➤ Nurture groups are in place for children who need support socially and emotionally.</li><li>➤ Sensory room is in use to run nurture groups successfully.</li></ul>																																																			



<p>purchased to support learning.</p>	
<p>Engagement with the Educational Psychologist to support those children who are PP with additional needs.</p>	<ul style="list-style-type: none"> <li>➤ Targets and resources are in place for pupils with additional needs.</li> <li>➤ 3-way communication embedded between the school, parents and carers and outside agencies.</li> <li>➤ Applications for EHCPs continue to be completed within school to apply for additional funding and support for children with additional needs.</li> </ul>
<p>Introduce after school enrichment clubs and lunchtime clubs to provide children with opportunities to flourish and contribute to wider school life.</p>	<ul style="list-style-type: none"> <li>➤ Children, who are not exposed to out of school clubs and extra-curricular activities at home, are being exposed to plenty of opportunities within the school day and after.</li> </ul>

## 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
Curriculum model	REAch2 curriculum
Phonics	Read Write Inc (RWI)
R.E	Love to celebrate/ RE Today
PSHE	Jigsaw/ MyHappyMind
Maths	Maths No Problem (Singapore maths)



Music resource	T.A.C.T
Focussing on RESPECT agenda	MyHappyMind
PE	Soccer Coaching 2000