



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	208
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£149,295.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,916
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	£154,211



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: £58,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI CPD of all staff to ensure that phonics and early reading is 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.	2
Purchase of 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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2
CPD of all staff on 'Cornerstones Maestro' 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. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2,3,4 and 5
Ensure that all ECT's receive regular high quality mentor sessions in order to promote good	Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2, 3, 4 and 5



or better outcomes for all.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 56,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD of all staff on the 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. Phonics EEF (educationendowmentfoundation.org.uk)	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. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	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. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Purchase of ICT program to facilitate individualised instruction.	On average, individualised instruction approaches have an impact of 4 months' additional progress. Individualised instruction EEF (educationendowmentfoundation.org.uk)	1, 2 and 5



	<p>In addition, offering more structured, evidence-based programmes that parents can use with their children can help to develop positive behaviour and consistency where needs area greater.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</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>Education Endowment Foundation EEF</p>	<p>2 and 5</p>
<p>Subscription to TTRS and Numbots</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>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2 and 5</p>
<p>Emotional Wellbeing 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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 2</p>



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

Budgeted cost: £ 29,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Boxall program to assess pupil's social, emotional and mental development.	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1 and 4
Embed Commando Joes to build pupil's resilience, teambuilding skills and empathy.	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. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4
Pastoral lead managing an intense attendance reward and monitoring system	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. Mentoring EEF (educationendowmentfoundation.org.uk)	1 and 6
Embed the use of nurture groups, delivered by the pastoral lead	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Subsidy of enrichment activities (trips, visits, residential)	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-	3 and 4



	<p>cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<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>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>3 and 4</p>
<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>Department for Education (publishing.service.gov.uk)</p>	<p>6</p>
<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:</p> <p>Department for Education (publishing.service.gov.uk)</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>1</p>
<p>Access to fruit at break times and lunch times.</p>	<p>School food and attainment: review of the literature (publishing.service.gov.uk)</p>	<p>1</p>

Total budgeted cost: £ 154,211



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 2020 to 2021 academic year.

Focus	Impact
Securing good outcomes. (No national data due to COVID 19, teachers assessment utilised)	<p>Reading 67% (whole school)</p> <p>Writing 61% (whole school)</p> <p>Maths 73% (whole school)</p>
CPD for all staff to develop classroom practice	<ul style="list-style-type: none"> ➤ 88% of teaching across the school is good or better. ➤ Clear processes have been introduced in all areas of the curriculum. ➤ Improved consistency in teaching methods. ➤ Improved subject and pedagogical knowledge amongst staff.
CPD for TA's to deliver high quality interventions across areas of the curriculum	<ul style="list-style-type: none"> ➤ Teaching assistants have access to bespoke, individualised intervention programs and resources. ➤ Formative and summative assessment strategies quickly highlight children who are in need of intervention and gaps are addressed quickly.
Employ and train a pastoral lead to support children with emotional, social and mental health; target attendance and support families.	<ul style="list-style-type: none"> ➤ Attendance is monitored closely and issues with individual children's attendance is acted on quickly ➤ Pastoral lead works effectively alongside the Education welfare officer to improve attendance across the school.



	<ul style="list-style-type: none"> ➤ Nurture groups are in place for children who need support socially and emotionally. ➤ Families are supported by the pastoral lead and relationships between home and school have developed.
<p>Engagement with the Educational Psychologist to support those children who are PP with additional needs.</p>	<ul style="list-style-type: none"> ➤ In the academic year 2020-2021, 6 EHCP's were applied for. ➤ Targets and resources are in place for pupils with additional needs. ➤ 3 way communication embedded between the school, parents and carers and outside agencies.
<p>Introduce breakfast and after school club to improve attendance and offer emotional support.</p>	<ul style="list-style-type: none"> ➤ Pupils are being given breakfast and food after school to support them with their development ➤ Children, who are not engaging socially at home, are interacting with peers in the provision that we are offering.
<p>Improved IT infrastructure.</p>	<ul style="list-style-type: none"> ➤ Improved use of IT across the school. ➤ Pupils have access to TEAM's and google classroom, which has supported them in learning remotely. ➤ No lost learning time due to school closures.



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	Cornerstones Maestro
R.E	Love to celebrate
PSHE	Jigsaw
Singapore Maths	Maths No Problem
Music resource	T.A.C.T
Focussing on RESPECT agenda	Commando Joes