

# Pupil premium strategy statement – Bussage Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	31.12.2022
Date on which it will be reviewed	30.06.2023
Statement authorised by	A Ferguson (Head)
Pupil premium lead	A Ferguson
Governor / Trustee lead	D Shears

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470
<b>Recovery premium funding allocation this academic year</b>	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,470

# Part A: Pupil premium strategy plan

## Statement of intent

***Bussage Primary School is a Church of England Voluntary Aided Primary School and this statement of intent is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.***

***Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.***

***Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be." Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.***

At Bussage Primary School we support all of our pupils – academically, socially and emotionally to enable them to be the “best that they can be”, regardless of their backgrounds, encapsulated in our vision statement above.

The Pupil Premium Grant was introduced in 2011, with the aim of providing additional support for children from low income families. Evidence shows that disadvantaged children generally face additional challenges do not perform as well as other pupils.

When making decisions about the use of the Pupil Premium grant (PPG), we consider the common barriers to learning that disadvantaged pupils might face. These may include, low levels of parental expectations and support within the home, weak language and communication skills and a lack of access to enriching activities in such extra-curricular pursuits like sports or music. We are also conscious that some children who are eligible for PPG are not always socially disadvantaged. We use our extensive knowledge of all of our Pupil Premium children to allow us to provide the right support for them according to individual need.

All children at Bussage Primary School are entitled to participate in our broad and balanced curriculum equally, regardless of any disadvantage or challenge they may face.

### **Our ultimate objectives for disadvantaged pupils:**

- To enable all disadvantaged children to read fluently by focussing on high quality Phonics teaching to ensure that all disadvantaged pupils join KS2 having passed the Phonics Screening Check at the end of KS1.
- To ensure that all disadvantaged pupils gain full support within the context of each class through high quality first teaching. This is to secure good progress

through the school, including for those pupils with special education needs, from their typically lower starting points, to close the attainment gap against non-disadvantaged pupils through targeted academic support if required.

- To provide full access to the wider curriculum by ensuring that the expense of musical tuition, residential trips, as well as breakfast clubs and after school clubs, do not exclude disadvantaged pupils from participation.

**Achieving these objectives:**

All staff understand the needs of the disadvantaged pupils in their care and take responsibility for their outcomes. High quality first teaching, together with targeted academic support and rigorous monitoring, ensures that progress for disadvantaged pupils is sustained. The progress of disadvantaged pupils is regularly checked during pupil progress meetings and teachers are asked to account for the progress PPG children make. Interventions are planned according to the needs of the children and these can include 1:1 tuition, small academic group work or nurturing support groups.

## Challenges

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

Challenge number	Detail of challenge
1	Missed learning due to COVID
2	Poor language and communication skills, particularly in KS1 and Reception (not exclusively)
3	Assessments showed that Pupil Premium children performed well below their peers in Phonics assessments in KS1.
4	Poor mental health.
5	Attendance
6	Enrichment activities. Many children have missed out on these experiences during the pandemic.

## 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
Increase in reading fluency and comprehension skills	2022-23 (Y1 and Y2 outcomes) continue to be in line with their peers
Disadvantaged pupils improve their language and communication skills.	Completion of NELI (or other appropriate) programme for those children identified leading to good progress.
The educational gap between disadvantaged pupils and their peers diminishes.	School internal assessments show that any gaps by individual PP children are closed through accelerated progress.
Disadvantaged pupils have access to social, emotional and mental support to improve well-being.	<p>Sustained high levels of wellbeing, resilience and self-esteem demonstrated through</p> <ul style="list-style-type: none"> <li>• Collection of data from questionnaires</li> <li>• External provision of Play Therapy, Pets as Therapy or Draw and Talk as required through early and accurate identification</li> <li>• Use of Trailblazer early identification</li> </ul> <p>Participation in enrichment activities and proactively selected to represent the school in clubs, school parliament roles, sports teams etc.</p>
Disadvantaged pupils Have good levels of attendance.	<p>We aim for the attendance rates to be broadly in line with their peers (we are mindful that we are currently living through a pandemic)</p> <p>We use our wrap around facility of Breakfast Club to encourage hard to reach parents to use the facility and improve punctuality and attendance.</p>
Disadvantaged pupils access a broad and balanced curriculum and have opportunities for enrichment. They feel completely included.	School uniforms and school trips, music tuition and residential trips are funded where necessary.

## 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: £1,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended Provision for all Forest School</i>	Pupils and parents inform us that this is important to them. It provides opportunities that these children might not always have with their parents. It supports socialisation and team building with peers.	1, 2

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

Budgeted cost: £ 22,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ extra Phonics teachers to deliver high quality catch-up sessions £2,805	Qualified teachers to deliver phonics interventions in Y1 and Y2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3
Small group on going interventions. £20,078	Regular support in the classroom to provide on-going targeted interventions in all areas of the curriculum overseen by the class teacher. Up to 4 months progress. Impact monitored through regular Pupil progress meeting by Subject Leaders.  <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>	1, 2, 3

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

Budgeted cost: £ 5,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of After School Club provision to support the family. £780	We know that in order for some of our parents to be incentivised to maintain attendance, they have to have ASC provision in place otherwise they will keep their children off school when work commitments get in the way.	5
Provision of Breakfast Club places. £2,315	To incentivise our “hard to reach” parents we know (with support from FSW) that breakfast club supports punctuality and attendance for some of our children as well as providing a calm and nurturing start to the day.	5
Provision of Atlas Camp places. £598	Some of our children need respite from chaotic home life during periods of extended holiday and we believe holiday camp provision is beneficial.	4
School trips and experiences £102	Enabling reduced costs for PP children – every child has the right to these activities and experiences.	6
Y6 Residential Camp out £925	Enabling reduced costs for PP children – every child has the right to these activities and experiences.	6
Play Therapy / Draw and Talk £980	GP and Educational Psychologist referrals will provide evidence that certain therapies support mental health and boosts performance in school.	4
Music Tuition £237	Piano lessons	4

**Total budgeted cost: £ 30,470**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Staff clearly identify PP children in planning either as part of the whole class delivery or specific intervention group work with teaching assistants if that is deemed appropriate.

We use a large proportion of our Pupil Premium funding for in-class support for children in specific areas and deploy Higher Level Teaching Assistants and Teaching Assistants to provide much of this. The school acknowledges that COVID had an adverse impact on PP children and undone some of the good progress made.

Pupil Premium children have been prioritised in COVID Boost programmes and the school engaged quickly with the National Tutoring Programme, securing high quality teachers already known to us to deliver recovery programmes.

We once again secured that no child entered Key Stage 2 without passing the phonics screening check. Those who passed but with low marks are supported in Year 2 and beyond.

In 2022 our Y6 PP cohort performed at least as well as if not better than their peers particularly in Maths. Pupil Premium children who are with us for the full seven years and receive their full entitlement to support, perform better than Pupil Premium children who join us later on in their primary school journey. We acknowledge that early identification is key to enabling success.