

## 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	<b>Bird's Bush Primary School</b>
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	37% (71 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	10 September 2021
Date on which it will be reviewed	10 July 2022
Statement authorised by	Darryl Asbury
Pupil premium lead	Jo Davies
Governor / Trustee lead	Ann Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,770.00
Recovery premium funding allocation this academic year	£9715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
<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	£98,485.00

## Part A: Pupil premium strategy plan Statement of intent

Our intention is to provide a curriculum that is ambitious and designed to give all pupils, irrespective of their background or the challenges they face, the opportunity to make good progress, achieve high attainment across all subject areas as well as to gain essential knowledge and cultural capital they need to succeed in life. We consider the challenges faced by all our vulnerable pupils and this statement is intended to support their needs, regardless of whether they are in receipt of pupil premium or not.

Our approach is essentially underpinned by consistently high quality first teaching. All our teachers are dedicated to design a curriculum that is successfully adapted and developed to be ambitious and meet the needs of ALL pupils. This enables our pupils to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Pupils study the full curriculum; it is not narrowed. However, reading is prioritised to enable pupils to access the full curriculum offer. Reading, vocabulary and oracy development are always prioritised in our school as we understand that reading and good oracy skills are the key to accessing learning across the whole curriculum. We utilise recommendations from the Education Endowment Foundation to support our provision in school. It identifies that Reading Comprehension and self-regulation strategies have high impact on children's learning. The EEF recommends that ALL children must have access to high quality teaching that is "complemented with carefully selected interventions." These recommendations support our school priorities as we acknowledge that the majority of our children begin school with a need to develop their speaking and listening skills and build their language development.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Assessments, observations, and discussions with pupils, teachers and parents have supported us to identify the outlined challenges.

Challenge number	Detail of challenge
1	The majority of our children begin school with a need to significantly develop their vocabulary.
2	Our tracking systems show that many Disadvantaged pupils within our school read for pleasure less when compared with other children.

3	Our attendance data shows that attendance of our disadvantaged pupils is lower when compared with other pupils this includes proportions of children who are late for school.
4	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Therefore, a high proportion of disadvantaged pupils have lower self-regulation skills that impacts directly on cognitive regulation. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	KS2 outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national progress and attainment scores.
Improved PSC outcomes by the end of Y1.	PSC outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national attainment scores and differences between other pupils are diminished.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Emotion coaching reflective logs as completed by all staff.</li> <li>• A reduction of incident logs on CPOMS.</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being at least in line with national figures. The difference between disadvantaged and non-disadvantaged pupils being diminished.</li> <li>• The percentage of all pupils who are persistently late being reduced and the difference between disadvantaged and non-disadvantaged pupils being reduced.</li> </ul>

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: £ 29,85.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff receive ongoing training and support to deliver RWI and reading comprehension effectively so that teaching is never less than good and differences continue to diminish.</p>	<p>The EEF’s Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p>	<p>1 &amp; 2</p>
<p>Ensure all staff further develop metacognitive talk through accountable talking partners: developing peer collaboration, opportunities to reason and talk to enable writing across the curriculum.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>4</p>
<p>Ensure all staff deliver appropriately timed written and verbal feedback they focuses on moving learning forward.</p> <p>Implement the new marking and feedback policy.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher feedback is an area of teaching and learning that is a central priority for teachers and is often associated with improving pupil attainment.<sup>4</sup></p>	<p>4</p>

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

Budgeted cost: £ 39,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed use of Accelerated Reader across year groups 4, 5 & 6 to increase reading for pleasure	<p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	2
Establish small group speech and language (such as Neli, Talking Partners and Elklan) interventions for children who need to develop their oracy and language skills.	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £29,545.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retain our family support worker to support families with attendance and acute needs.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p>	<p>A minimum of 90% of families (who are in receipt of PP access our FSW.)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	3
Emotion Coaching resources and ongoing training to support	Evidence from psychology demonstrates a clear development pattern that affects behaviour in children	4

<p>self-regulation and problem solving strategies.</p>	<p>and young people, which can support teacher understanding. Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
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Total budgeted cost: £98,485.00

## 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.

Despite the constraints of partial school closures, children have continued to be taught to develop vocabulary through PILS (Progression of Language Skills) across the curriculum which is evidenced in lesson observations and subject leader monitoring. Reviews have identified that this has had a considerable impact on the children's approach to understanding new words. However, we need to further embed the strategies in order for children to confidently apply vocabulary and formal language in their written and verbal work across the curriculum.

The impact of the reading strategies has had a significant impact and this has been evident in testing that has occurred across the year. Our children are in a much stronger position to understand and answer a range of comprehension questions. Teachers have also been better trained to use QLA to pinpoint areas of development in each year group and develop the children's skills based on their identified needs. Despite partial closure, the profile of reading has remained high with the introduction of echo reading and virtual lessons in RWI.

Staff have continued to use Emotion Coaching as the primary communication strategy in enabling Children to develop emotional self-regulation in school and virtually. The use of daily live lessons and celebration assemblies throughout the partial closure was important for children to maintain the positive attachment and sense of belonging. It also enabled teachers to support learners with their mental health. Children were able to access learning through laptops provided by local businesses and the DfE which was facilitated by school. School have maintained their Emotion Coaching status.

Our family support worker has continued to focus on school attendance even with live lessons during partial school closures. The inclusion team (SLT and FSW) maintained a relentless focus on the children and their vulnerability factors. School offered places to any child whose mental health was suffering as a result of not being in school or lockdown.

### 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*