

# Bushey Heath Primary School

## Pupil Premium Strategy Statement Overview 2022-2025

**A vibrant school inspiring children to realise their potential**

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.

**This overview should be read in conjunction with the School's Pupil Premium Policy:**

Policies & Statutory Information - Bushey Heath Primary School ([busheyheathjm.herts.sch.uk](https://busheyheathjm.herts.sch.uk))

### School Overview

Detail	Data
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	June 2023
Date on which it will be reviewed	June 2024
Statement authorised by	P Barefoot
Pupil premium lead	P Barefoot
Governor / Trustee lead	J Hughes

## Funding Overview

Detail 2022 - 2023	Amount
Pupil premium funding allocation this academic year	£30,343
Recovery premium funding allocation this academic year	£1,233
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</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.	£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>	£31,576

**Part A: Pupil Premium Strategy Plan Statement of Intent**

Our school is committed to fostering ambition and achievement for all pupils, emphasising a positive outlook among our disadvantaged students.

We hold high expectations for everyone, avoiding stereotypes that limit their potential or assume uniform barriers to learning. Our unwavering focus is on delivering high-quality teaching and learning experiences that meet the diverse needs of all students.

Personalised provisions are in place for Pupil Premium children, ensuring accurate assessment and support for their educational and emotional requirements.

By leveraging evidence, particularly from the Education Endowment Foundation Toolkit, we identify effective strategies to overcome learning obstacles.

Our staff is deployed effectively, receiving the necessary training to provide targeted support. We implement robust systems to monitor, manage, and support exemplary behaviour and attendance for all pupils, prioritising interventions for poor attendance.

Our teachers and leaders continually analyse data to identify learning needs and promptly address underperformance through additional support and interventions.

We believe in creating opportunities for Pupil Premium-eligible children through extracurricular activities and assigning them meaningful roles within the classroom and school community, fostering a sense of belonging.

Our goal is to instil a lifelong passion for learning by offering a strong foundation in English and mathematics, whilst also providing a diverse and enriching curriculum. We recognize that Pupil Premium funding can be used for non-academic interventions, such as improving attendance, as we prioritise the holistic development of each child.

**Challenges**

Challenge number	Detail of challenge
1	To ensure disadvantaged pupils make strong progress in Reading across all Key Stages.
2	To ensure disadvantaged pupils make strong progress in Writing across all Key Stages.
3	To ensure disadvantaged pupils make strong progress in Maths across all Key Stages.
4	Writing attainment compared to non-disadvantaged peers. The school acknowledges challenges faced by some pupils with special educational needs and English as an additional language (EAL).
5	Disadvantaged pupils in Early Years have lower Maths attainment compared to non-disadvantaged peers. The school acknowledges challenges faced by some pupils with special educational needs and English as an additional language (EAL).
6	Disadvantaged pupils in Early Years have lower listening attainment compared to non-disadvantaged peers. The school acknowledges challenges faced by some pupils with special educational needs and English as an additional language (EAL).
7	Attendance: Our attendance data over the last year indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils.
8	Economic Exclusion Audits, parent surveys and CPOMS evidence disadvantaged families need additional support to access fully the extracurricular activities.
9	<p>Our assessments, CPOMS, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably family trauma, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 72% of pupils who are disadvantaged currently require additional support with social and emotional needs,</p>

**Intended Outcomes**

Intended outcome	Success criteria
1. To improve reading attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils.	Pupil Premium data for Reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
2. To improve writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils	Pupil Premium data for Writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
3. To improve maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils	Pupil Premium data for Maths data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
4. To improve listening skills among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils	Pupil Premium data for EY for listening skills will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and attendance for disadvantaged children will be in line with non-disadvantaged pupils.</li> </ul> Headteacher's monitoring clearly evidence improved attendance
6. To ensure no disadvantaged pupil is excluded due to economic disadvantage from participating fully in school life	High level of participation in school life evidenced though: <ul style="list-style-type: none"> <li>Trip Audit</li> <li>County 'Economic Exclusion' reviews</li> <li>Pupil and parent voice</li> <li>Disadvantaged pupil monitoring</li> <li>CPOMS 'Economic Exclusion monitoring evidence school meeting need of families facing exclusion.</li> <li>Increase use of 'Remission Application Form' resulting in targeted support</li> </ul>
7. To ensure all Pupil Premium children participate in extracurricular/ cultural capital/ enrichment activities and receive appropriate well-being support	All disadvantaged pupils participate in extracurricular/ cultural enrichment activities Qualitative data through monitoring, audits, pupil and parent voice  Well-being monitoring, attendance data, parent and pupil feedback and data all evidence improvements

## Activity in this Academic Year 2022 – 2023

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed training on Arbor to ensure all staff can test and administer assessments highly effectively.</i>	Formative and summative assessment 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:  Research via: Education Endowment Foundation  <u><a href="#">Putting Evidence to Work - A School's Guide to Implementation   EEF</a></u> <u><a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></u>	1,2,3,4
<i>Introduce Essential Letters and Sounds and provide high-quality training to all</i>	By ensuring high-quality phonics teaching the government wants to improve literacy levels to give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information. <u><a href="#">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></u>  <u><a href="#">Explainer: what is phonics and why is it important? (theconversation.com)</a></u>	1
The goal is to provide comprehensive training to staff, enabling them to effectively utilise the AFL process in class, maximising formative and summative data to rapidly move children's learning forward and to embed skills, knowledge and concepts.	Assessment for learning involves EY staff using evidence about children's knowledge, understanding, and skills to inform their teaching.  This reflects a view of learning in which assessment helps children learn better, rather than just achieve a better mark.  Formal and informal assessment activities as part of learning: inform the planning of future learning, includes clear goals for the learning activity, provides effective feedback that motivates the learner and can lead to improvements, reflects a belief that all students can improve, encourages self-assessment and peer assessment as part of the	1,2,3,4

	regular classroom routines, involves teachers, students and parents reflecting on evidence, is inclusive of all learners.  <u>Approaches   NSW Education Standards</u>	
<i>To recruit and retain the sports coach to ensure that children have access to extracurricular sporting activities without cost</i>	Research has found that sport participation is especially beneficial for the most disadvantaged children. Access to sports is shown to improve children's mental and physical health and these effects are greater for those living in socioeconomically disadvantaged communities.  <u>Sport participation may protect socioeconomically disadvantaged youths with refugee backgrounds from experiencing behavioural and emotional difficulties - PubMed (nih.gov)</u>	6 and 7
<i>To fund, develop and train the 'Enrichment Team' to ensure all children, but particularly the disadvantaged have access to the Digital Media Studio and the Music Studio</i>	It helps provide children with a rounded, culturally rich education through activities that enhance their learning. Enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals. Cultural capital provides pupils with tools for their future success <u>(PDF) Cultural Capital and Educational Attainment (researchgate.net)</u>	6 , 7

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Progress Reviews identify targeted Reading, Writing, Maths interventions targeted at disadvantaged pupils who require further reading support.	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: <a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	1,2,3
Termly Progress Reviews identify targeted phonics interventions targeted at disadvantaged pupils who require further phonics support.  1:1 phonics tutor-led programme for EY lowest 20% readers  EY and KS1 training for support staff on use of ESL	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4



**Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling and well-being activities (Pupil Premium well-being lead, drawing and talking, Dog therapy, emotional bottles, etc)</p> <p>CPOMS training to ensure all staff identify children in need.</p>	<p>Drawing and Talking therapy provides a school with an intervention that is a 'proactive' rather than 'reactive' technique to use with children.</p> <p>School dogs have been proven to help develop students' reading skills, improve behaviour, attendance and academic confidence, as well as increase student understanding of responsibility and develop empathy and nurturing skills.</p> <p><a href="https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-">https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-</a></p>	7
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Weekly attendance meetings embeds the whole school approach</p>	<p>Being in school every day that it is open, is important to your child's achievement, well-being, and wider development.</p> <p><a href="https://educationhub.blog.gov.uk/2022/09/02/back-to-school-week-everything-you-need-to-know-about-school-attendance/">https://educationhub.blog.gov.uk/2022/09/02/back-to-school-week-everything-you-need-to-know-about-school-attendance/</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	5

**Total budgeted cost: £31,500**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
School lead one to-one provision for children on free school meals during the summer holiday 2022	Bushey Heath Primary
School Lead one-to-one and school group phonic catch up, teacher lead Autumn 2022	Bushey Heath Primary

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
We have created a Forces Subject Lead to assist service families, fostering connections with local schools and care homes. This enables children to engage with the community, build school friendships, and send messages to their deployed parents via the Digital Media Hub. Some Forces' children face attendance gaps tied to parent deployment in Iraq.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Children receive effective interventions when needed, supported by evidence. Parent feedback through Pupil Voice confirms strong parental belief in the school's provision of robust support and a wide range of extracurricular activities for their children.

**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.*

Date Policy Reviewed/Amended:	June 2023
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	June 2024
Reviewed by:	Full Governing Body