

Bushey Heath Primary School

Pupil Premium Strategy Statement Overview 2025-2028

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)

School Overview

Detail	Data
Number of pupils in school	241/ 32
Proportion (%) of pupil premium eligible pupils	13.3 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	July 4th
Date on which it will be reviewed	July 2026
Statement authorised by	P Barefoot
Pupil Premium lead	P Barefoot
Governor lead	J Hughes

Funding Overview

Detail 2024 - 2025	Amount
Pupil premium funding allocation academic year.	£35,180
Pupil premium (and recovery premium*) funding carried forward from previous years (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.</i>	0
Total budget for 2024 – 20253 academic year <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>	£35,180

Detail 2025 -2026	Amount
Pupil premium funding allocation academic year.	£31,385
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable).	0
Total budget for 2023 – 2024 academic year <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>	£31,385

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.	To ensure that disadvantaged pupils participate fully in cultural enrichment activities and benefit from a broad and balanced curriculum.
5.	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).
6.	Attendance: Our attendance data over the last year indicates that, whilst the gap is closing, attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils.
7.	Economic Exclusion Audits, parent surveys and CPOMS evidence disadvantaged families need additional support to access fully the extracurricular activities.
8.	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.

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 increase the participation of pupil premium and disadvantaged pupils in cultural enrichment activities improving life chances.	Pupil Premium data evidence increased uptake and pupil voice evidence increased confidence and happiness at school
5. 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.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 202/256 demonstrated by: 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. Headteacher's monitoring clearly evidence improved attendance.
7. 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: - Trip Audit - County 'Economic Exclusion' reviews - Pupil and parent voice - Disadvantaged pupil monitoring - CPOMS 'Economic Exclusion monitoring evidence school meeting need of families facing exclusion. - Increase use of 'Remission Application Form' resulting in targeted support - Regular meeting with parents to review economic inclusion
8. 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 2025– 2026

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: £15,600

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>Putting Evidence to Work - A School's Guide to Implementation EEF</u> <u>educationendowmentfoundation.org.uk</u>	1, 2, 3, 5
<i>Embed 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>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</u> <u>Explainer: what is phonics and why is it important? (theconversation.com)</u>	1, 5
Comprehensive training to staff, continues to enable 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,

	regular classroom routines, involves teachers, students and parents reflecting on evidence, is inclusive of all learners. <u>Approaches NSW Education Standards</u>	
<i>To develop the sports coach and their provision ensuring 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>	4, 6, 7, 8
<i>To fund, develop and train the 'Enrichment Team' to ensure all children, but particularly the disadvantaged have access to the Digital Media Studio, the Music Studio and the Design technology Hub</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>	4,6, 7, 8

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

Budgeted cost: £7,900

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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Termly Progress Reviews identify targeted phonics interventions targeted at disadvantaged pupils who require further phonics support. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 5

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

Budgeted cost: £7,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being activities (Pupil Premium well-being lead, drawing and talking, Dog therapy, emotional bottles, etc) CPOMS training to ensure all staff identify children in need.	Drawing and Talking therapy provides a school with an intervention that is a 'proactive' rather than 'reactive' technique to use with children. 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. https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-	6, 7, 8
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Weekly attendance meetings embeds the whole school approach	Being in school every day that it is open, is important to your child's achievement, well-being, and wider development. 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/2023/05/18/school-attendance-important-risks-missing-day/	6

Total budgeted cost: £31,385

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024 2025.

The school places a strong emphasis on enrichment activities—including music, our digital hub, and the craft workshop—and ensures that every child has the opportunity to join a club of their choice. Our dedicated Enrichment Team places a particular focus on supporting disadvantaged pupils during these sessions. When asked, 100% of disadvantaged pupils said the enrichment lessons had encouraged them to try new things, and 83% reported feeling more confident as a result. As one pupil shared: "We love them—they make us feel like we've become something."



Attendance remains a key area for improvement. The increased offer of extracurricular clubs has ensured that all pupils eligible for the pupil premium can now access at least one club of their choice, either free of charge or at a subsidised rate, supporting wider participation and enrichment. There is a growing intersection between pupils with SEND, those with EAL, and disadvantaged pupils. This is evident in Early Years, where a gap persists between disadvantaged and non-disadvantaged children in the areas of speaking and understanding.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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.

The impact of that spending on service pupil premium eligible pupils

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:	July 2025
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	July 2026
Reviewed by:	Full Governing Body