

## 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	Busill Jones Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	148- 54.01%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Stephanie Field/Mandy Baggott
Pupil premium lead	Mandy Baggott
Governor / Trustee lead	Amanda Picken

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,785
Recovery premium funding allocation this academic year	£ 22,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£227,245

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. In addition to this, the research by the EEF.

There are many barriers to learning for disadvantaged children which can include: lack of parental support at home, poor language acquisition and communication skills, lack of confidence and self-belief, behaviour difficulties and attendance and punctuality. There may also be family circumstances that prevent children from making progress and prosper. From school to school, challenges differ therefore, in conclusion, each one needs to be taken on its own merit. The 'one size fits all' approach will not be successful.

At Busill Jones, we ensure that all staff are involved with data analysis and identifying pupils and use an ACEs approach to consider the variety of needs, so that they are fully knowledgeable and are aware of strengths and weaknesses across the whole school.

### Principles

- We ensure that leaders adopt or construct a curriculum that is ambitious and designed to give pupils the knowledge and cultural capital they need to succeed in life.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that as a school we promote the extensive personal development of pupils and school goes beyond the expected, so that pupils have a wide, set of rich experiences and receive high quality pastoral support.
- As a school, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Also, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or pupils the school has legitimately identified as being socially disadvantaged.
- The pupil premium funding will be allocated following a needs analysis (...) which will identify priority classes, groups or individual pupils. Funding and resources are limited meaning not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

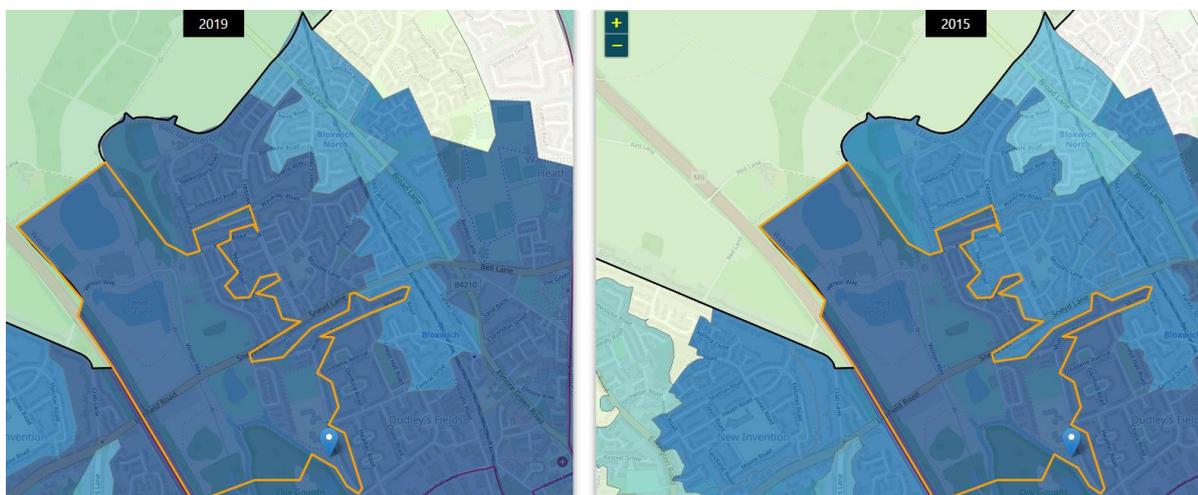
## School context

Busill Jones Primary is a larger than average one and a half form entry school. The school is located on the Dudley Field and Chepstow estate in Bloxwich with large grounds and building. The immediate area served by the school is a combination of rented and private accommodation. Busill Jones is larger than most primary schools and currently has 300 pupils on roll.

The proportion of pupils eligible for free school meals is well above average as is the proportion of pupils with learning difficulties and/or disabilities. The number of children and families who are in need of support is considerably high with a high percentage of pupils receiving Early Help, Child in Need or Child Protection Plan. Low incomes and high unemployment levels (third generation) are the chief causes of the deprivation characteristic of this area. It is exacerbated by poor health and crime predominantly anti-social behaviour (Crime-statistics.co.uk)

The school is now part of Shine Academies. Date of conversion was 1<sup>st</sup> December 2019. Substantive Head Teacher was appointed in December 2019 and the composition of the leadership team was amended in May 2020. The school appointed 2 Assistant Head Teachers in 2020. These appointments have strengthened the leadership team and driven standards.

The maps below displays the “Lower Super Output Areas”- LSOAs (and compare 2019 to 2015 which surround the school, and they are colour coded according to which national decile they belong to: Decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings) The blue pin indicates where the school pupils live.



Over 4 years, the area surrounding school has increased in deprivation and are amongst the most deprived in the country.

According to the English indices of deprivation, Walsall has 26.1% proportion of children living in income deprived households and ranked 17<sup>th</sup>. (Note: proportions derived from the published ‘average score’ statistics for the supplementary indices of the Income Deprivation Domain, IDACI and IDAOPI)

The income, employment, education, health and crime deprivation indicators are all very high.

### **Busill Jones Objectives**

1. Narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within school
2. For all disadvantaged pupils in school to meet national expected progress rates in order to meet age-related expectation at the end of year 6

### **Achieving these objectives**

The range of intervention and provision the Governors consider making for this group include and would not be limited to:

- Use small group opportunities for effective teaching
- Allocate a 'catch up' teacher to each year group- providing small group work with an experienced teacher/HLTA focusing on overcoming gaps in learning
- 1:1 support
- Support from external agencies e.g. Catch 22, Cadmus
- The work completed through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- The pupil premium resources are to be used to target able children on Free School Meals to achieve age related expectations or exceeding expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional Learning support and Family Liaison support
- Pay for all educational visits, curriculum enrichment, musical instruments and residential. Ensure the children in school have first-hand experiences that will enrich their learning in the classroom.
- Support funding of specialist software to support learning
- Allow the children to learn a musical instrument and to sing in a choir across the Trust and within in Walsall
- Behaviour and nurture support at lunchtimes by providing activities to engage and promote Busill Jones values and enhance, support learning in all areas

This list will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Language and Communication skills
2	Low attainment on entry to Early Years in all areas
3	Attendance and Punctuality issues
4	Family Support and social service involvement
5	Behaviour difficulties

## 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
Progress in reading	Achieve above national average progress scores in KS2 reading
Progress in writing	Achieve above national average progress scores in KS2 writing
Progress in Mathematics	Achieve above national average progress scores in KS2 maths
Phonics	Achieve above national average expected standard in the Phonic Screening
PP attendance increase	Ensure attendance of disadvantaged pupils is above 95%
Pupils access a wide range of enrichment experiences both in and out of school	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

## 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: £61,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist (£4140) WELLCOM support and training (£180) EYFS resources £500 Talk Boost and other communication resources £500</p>	<p>WELLCOM and Talk Boost skills. Most children start Busill Jones well below the expected standard (22-36months age band) and are unlikely to have the vocabulary and word count that reflect their experiences on entry to the Early Years. As children transition into KS1 and KS2, children are unlikely to use talk to connect their ideas and show an understanding of what is happening in a coherent way.</p> <p>Higher than average numbers of children access SALT in EYFS, 37% of disadvantaged children access and will either receive support in small groups or 1:1 with the school therapist.</p> <p>The EEF funded research on Talk of the Town and Nuffield Early Language Intervention. School adopt these approaches because of the rigorous and positive impact they have on pupil progress and because baseline assessments show that 75% of disadvantaged children are baselined as having high delay.</p>	<p>1, 2</p>
<p>Additional Level 3 TA support EYFS (£21,930)  HLTA support Y3, 4 and 5 (21,000)</p>	<p>EEF- Oral language interventions consistently show positive impact on learning.</p> <p>*High quality small group interventions *High quality support and CPD</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>On entry to the Early Years, most children have low language and communication skills.</p>	<p>1, 2, 4</p>

<p>SENCO additional management time- 1 day (£9000)</p>	<p>Due to poor socio-economic and disadvantaged home circumstances, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Early Years children have. In KS1 and KS2, children are unlikely to use talk to connect their ideas and show an understanding of what is happening in a coherent way.</p> <p>12.41% pupils are both SEN support and disadvantaged, 2.19% have EHCP's. Of these pupils, 7 have additional medical or intimate care needs.</p> <p>EEF- social and emotional learning- improves interaction with others and self-management of emotions- impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	
<p>Staff CPD (£5000)</p>	<p>High quality staff CPD is crucial in order to follow the principles outlined in the EEF. CPD is followed up by tailored staff meetings and INSET. We are part of Shine Academies, English Hub and Maths Hub.</p> <p>All staff are expected to lead effectively and released for management time once a term.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutor (Smile Education) to recover missed learning daily (6 hours) - £22,185</p> <p>Quality First Teaching</p> <p>TA CPD is ongoing for Maths and English Leads</p> <p>Maths and English are high priority on SDIP and CPD plan</p> <p>Pupil progress meetings track and analyse PP pupils as appropriate and timely interventions are put into place and evaluated.</p>	<p>EEF guide to pupil premium- tiered approach-teaching is the top priority, including CPD</p> <p>Sutton Trust- quality first teaching has direct impact on pupil outcomes across the whole school</p> <p>Professional Development and support is given to target areas on the SDIP</p>	<p>1,2</p>
<ol style="list-style-type: none"> <li>1. Purchase web based programs to be used in school and at home. This also supports the reduction of workload for teachers. Phonics Play</li> <li>2. Times table rockstars</li> <li>3. Grammarsaurus</li> <li>4. 2Simple</li> <li>5. Classroom Secrets</li> <li>6. Jigsaw</li> <li>7. PurpleMash</li> <li>8. White Rose Hub</li> <li>9. Spelling Shed</li> <li>10. SPAG.com</li> </ol> <p>£4500</p>	<p>EEF toolkit- Parental engagement</p> <p>EEF guide to pupil premium- targeted academic support</p> <p>EEF- Digital technology- clear evidence technology approaches are beneficial for reading, spelling and maths practice.</p>	<p>1, 2</p>

<p>Learning Support Assistant (L3- (£8,000) to support and the nurture and mental health to support issues that arise inc. Bereavement as well as supporting reading in LKS2</p> <p>Reading resources- £1000</p> <p>Phonics reading books- £3000</p>	<p>With the additional increase in social service involvement, it's essential that we use our knowledge of ACE's and spot triggers which will affect learning and provide the correct level of support and nurture for that child.</p>	<p>2, 4, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £129,540

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Full time Family Liaison Officer- (£29,000)</p> <p>Attendance Officer (£18000)</p> <p>Attendance Lead- (£53000)</p> <p>FLO contacts all new families along with Attendance officer, finds out needs and circumstances and offers support (Early Help) Consent forms completed</p> <p>Register of families updated on Scholarpack and CPOMS and level of support required</p> <p>PP families receive communication from staff to offer support</p> <p>Home visits are completed</p> <p>Signposting for support</p> <p>FLO attends TAC, CIN and CP meetings</p>	<p>With COVID home issues and safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to support the internal Early Helps. School work closely with Wolverhampton University and social work students are placed in our school.</p> <p>Parent surveys</p> <p>Decrease in numbers of families in CP due to increase in families accessing Early help and intervention from home school link i.e., Family Liaison Officer</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provide them with support where required, leading to improved relationships with school and home lives for the whole family</p> <p>EEF toolkit- Parental engagement</p>	<p>3,4,5</p>

Support with uniforms and PE Kit- £500		
<p>Attendance Officer- £18,000</p> <p>Dedicated SLT Attendance Lead</p> <p>EWO services- £5700</p> <p>Minibus- £4740</p> <p>Attendance officer phones families at 9am if pupil not in school and offers support-collections, later starts, minibus</p> <p>Attendance officer and Lead work closely with FLO and pupils below 96% are identified and policy followed</p> <p>Attendance rewards £1000</p>	<p>Attendance data</p> <p>Attendance figures for PP children (March 2021-July 21 was ...%) in comparison with others ...%</p> <p>The number of lates drastically reduced when we implemented a late gate.</p> <p>Data shows pupils with the highest attendance make the most progress at Busill Jones, due to increased opportunities for additional support, interventions and access to a full curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance</p> <p>Governors appreciate the level of detail that goes into these reports and the meetings that follow including Full Governing Body.</p>	2,3,4
<p>Cultural capital experiences promoted in the curriculum</p> <p>£3500-trips</p> <p>£2100-drum workshops</p> <p>£2000-productions</p> <p>£1000- visitors in Musical instruments- £2300</p> <p>Music tuition £6200</p> <p>Essential experiences built into Cornerstones curriculum</p> <p>Minibus to transport pupils across Walsall and beyond (Dependent on numbers)</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip cost is greatly reduced for PP</p>	<p>Learning is supported by having language rich and diverse experiences</p> <p>Every child has the right to learn to play an instrument- recorders, violins, trumpets, drum and bass guitar.</p> <p>In 2019, Ofsted research placed emphasis on improving cultural capital, particularly for disadvantaged children</p> <p>Pupil surveys reflect greater enjoyment and engagement in school</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupils' books. It also supports their long-term memory and memory retrieval.</p>	1,2,3,4,5

<p>Sports events promoted to PP are encouraged to attend £500</p> <p>Outdoor learning encouraged</p>	<p>EEF- sports participation increases educational engagement and attainment</p> <p>EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence</p>	
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**Total budgeted cost: £228,790**

## 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.

#### Disadvantaged pupil progress scores for the last academic year (Internal data submitted to Trust)-July 2021

Expected				
Nat. Std PP	Reading	Writing	Maths	Combined
	PP 62% XPP 78% Gap -16%	PP 64% XPP 81% Gap -17%	PP 67% XPP 84% Gap -17%	
PP	59%	56%	59%	
NPP	63%	50%	63%	
GAP	-3%	+6%	+4%	

Exceeding				
Nat. Std PP	Reading	Writing	Maths	Combined
	PP17% XPP 31% Gap -14%	PP 11% XPP 24% Gap -13%	PP 16% XPP 31% Gap - 15%	
PP	22%	7%	30%	
NPP	13%	0%	6%	
GAP	+10%	+7%	+23%	

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	49%
Reading	60%
Writing	53%
Maths	65%
Achieving high standard at KS2 RWM	19%
Reading	19%
Writing	5%
Maths	21%

COVID from March 2020-February 2021 led to National tests being cancelled in May 2020 and May 2021- there is therefore no national data for these years. Internal assessments show pupil progress. (Table above shows attainment)

The Language programmes in place along with the support from nurture and counselling noted significant progress in pupils' ability to initiate and return a greeting, make eye contact, take turns and obey instructions, rules and communicate. They were able to ask for help and support when something was difficult and engage in imaginative free play. - see Edukey Provision Mapping.

Due to the speech and language interventions in school plus the additional sessions from the SALT children were able to meet speech targets set on their graduated responses.

During lockdown and on the return, curriculum enrichment remained our focus in school and children were still able to enjoy visitors into school and visits out within the local area – see Facebook page and Twitter feed for photos.

FSM children had reduced contributions to trips.

FSM children engaged in cultural and many PE activities- see PE funding report.

Michelle, Family Liaison Officer, has supported parents and carers within the community throughout lockdown with weekly phone calls, home visits and Teams meetings, support with accessing food banks and food hampers as well as setting up a Clothing Bank which is accessed by members of the wider community as well as our

own families. Michelle has also attended multi agency and safeguarding team meetings to support the children and families. Her support has led to many families no longer requiring social care involvement as she is able to offer the support through internal Early Help.

With social distancing in place, she has dealt with parent concerns and followed up any missing children.

Parent workshops will be reinstated from September 2021 including ESOL, English and Maths as well as the usual workshops supporting your child in each year group.

## 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
Catch 22	Catch 22- Steve Dixon
X Table Rockstars	TT Rockstars
Speech and Language Therapists	Walsall SALT
Drum workshop-Polyphones	Dan Clarke
Data analysis/demographic analysis/assessment/behaviour/attendance	J Hollies- Shine Academies
Behaviour and Nurture Support	Early Help Hub (North locality)
Building Blox	Bloxwich PCSO's

## Service pupil premium funding (optional)

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

Measure	Details
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.*