

Pupil premium strategy statement 2021 – 2024

This statement details our school's use of pupil 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 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	257
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	15th December 2023
Date on which it will be reviewed	November 2024 November 2025 November 2026
Statement authorised by	Nicola Bayliss
Pupil premium lead	Rob Davidson
Governor / Trustee lead	Amanda Pickering

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,055
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year (2022-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£218,790</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Busill Jones Primary School, a significant proportion of children are eligible for Pupil Premium. We reserve the right to allocate the Pupil Premium funding to support to any student or groups of students the school has legitimately identified as being in need of intervention and support.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure our children attend school and are on time so they have at least good levels of attendance 96% or above.

We will work towards achieving these objectives by:

- Ensuring all pupils receive quality-first teaching by embedding regular coaching, in addition to CPD which reflects current educational practice, to strengthen teaching skills.
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given (both in school and after hours).
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our safeguarding team and family liaison team.
- Supporting families financially through subsidised breakfast and afterschool clubs, enrichment opportunities and experiences out of school such as residential trips.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap at the expected standard - disadvantaged pupils have starting points well below their non-disadvantaged peers with significant gaps across the cohort
2	Closing the attainment gap at greater depth
3	Addressing poor speech, language and communication skills
4	Addressing poor breadth of vocabulary across all areas of the curriculum

5	Addressing SEMH issues such as lack of confidence and self-esteem
6	Supporting pupils with complex family situations that may prevent them from succeeding in line with their peers
7	Addressing attendance and punctuality issues

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 attainment in Reading, Writing & Maths for disadvantaged pupils	Identified gaps at ARE and GDS are narrowing.
Progress in Reading, Writing & Maths for disadvantaged pupils is in-line with national average.	Achieve national attainment and average progress scores at the end of KS2 in Reading, Writing and Maths.
Improved phonic standards for disadvantaged pupils	Achieve national average expected standard in phonics screening check. Close the disadvantaged gap.
Improved attendance for disadvantaged pupils and a decrease in the % of persistent absence	Attendance of disadvantaged pupils is at least at 96%. Reduction in the % of pupils who are persistently absent.
Improved speech and language starting point at KS1	Pupils will leave EYFS with an improved starting point for speech and language.
Pupils have the skills to access to a range of strategies for dealing with issues regarding mental health and wellbeing	Pupil will be able to talk about their mental health and will have strategies to support this.

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: £39,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD including: Little Wandle Phonics training for teachers and TAs through an online portal and development days. £4,600</p> <p>Use of National College CPD toolkit to up skill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support eg differentiation strategies, effective feedback and instruction. £2,000</p> <p>Providing support to improve writing and maths outcomes for PP pupils. English & Maths Leads supporting planning and delivering CPD with follow-on support, eg coaching & modelling. £10,750</p> <p>CPD tailored to meet training needs as identified through gap analysis, formal data analysis and next steps from RAG meetings £7,500</p>	<p>The EEF guide to supporting school planning: A tiered approach to 2020- 21: A common mistake in implementing new programmes and practices is only providing up-front training, with little or no follow up support).</p> <p>Sutton Trust 2011 report: A key factor for attainment and progress is effective teaching. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF T&L toolkit: Phonics +5</p> <p>EEF T&L toolkit Early Years: Interventions +5 months</p>	<p>1,2,3,4</p>
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<p>Pupil Progress Meetings - PP data analysis and intervention group tracking. Half termly and termly meetings. RAG meetings using teacher assessments and end of term assessments to diagnose impact and what pupils need to do next. £1,750 allocated for staff cover</p>	<p>The EEF guide to supporting school planning - A tiered approach to 2020-21: High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress.</p> <p>The EEF Guide to the Pupil Premium: Data is valuable when it supports decision making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support</p>	<p>1,2,3,4</p>
<p>Subject Leaders released for curriculum development: Ensure the curriculum is balanced and carefully sequenced, and the project curriculum allows opportunities for cultural development. Have themed curriculum days to deepen children's understanding of specific topic areas. Ensure writing links with project curriculum so writing is put into context with pupils developing their expertise on the focused writing area through the progression of lessons within the project.</p> <p>Pupils given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them. Curriculum sequencing & provision strengthened through leadership release to monitor and implement effective implementation alongside staff CPD £12,750 allocated to cover staff.</p>	<p>The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £89,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two staff providing tuition to Y1-6 PP pupils in Reading, Writing and Maths. Additional Y6 staff to support lowest 20% of the cohort within lessons. £48,000</p>	<p>EEF T&L Toolkit: Individualised Instruction +4 EEF T&L Toolkit: One to one tuition +5</p>	<p>1,2,3,4</p>
<p>Targeted interventions led by TAs - use of gap analysis and assessment data to target identified pupils in Phonics, Maths, Reading and Writing £21,430</p>	<p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. EEF T&L Toolkit: Small group tuition +4 EEF T&L Toolkit: Teaching Assistant Interventions +4 EEF T&L Toolkit: Oral language interventions +6 EEF T&L Toolkit: Reading Comprehension strategies +6</p>	<p>1,2,3,4</p>
<p>TA working with target groups to increase attainment to ARE in Phonics £20,000</p>	<p>EEF T&L Toolkit: Small group tuition +4 EEF T&L Toolkit: Feedback +6</p>	<p>1,3,4</p>

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

Budgeted cost: £90,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead and EWO support: Maximise the use of strategies to ensure compliance with attendance expectations. Rigorously monitor the attendance across the school, inc. of PP so that support can be targeted carefully. Support meetings to work with families of identified PP pupils whose attendance needs to increase. EWO £18,500 Attendance clerk £20,250</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&L toolkit: Parental engagement +4</p>	<p>6,7</p>
<p>Family Liaison Team: Provide effective outreach pastoral support so that children are settled in class and ready to learn. FLO to work alongside families to support them and provide wellbeing support to pupils. £25,260 towards salary of Family Liaison Officer</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&L toolkit: Social & Emotional Learning +4 EEF T&L toolkit: Behaviour interventions +4</p>	<p>5,6,7</p>

<p>Safeguarding Lead: Provide effective safeguarding support for PP pupils so all pupils make expected progress and meet academic targets.</p> <p>£24,000 towards salary of AHT and FLO with the main responsibility as DSL and Deputy DSL</p>	<p>The work of our Safeguarding Lead supports the strategies we employ to address wider barriers to learning. For a significant number of our disadvantaged pupils, this role is crucial in terms of supporting pupils with complex family situations that may prevent them from flourishing.</p> <p>EEF T&L toolkit: Parental engagement +4</p>	<p>5,6,7</p>
<p>Mental Health First Aiders x2 members of staff level 2 trained – a qualification that helps identify and support pupils and staff with their social and emotional learning, developing self-regulation strategies to support their mental health and wellbeing.</p> <p>£2,000</p>	<p>EEF T&L toolkit: Social & Emotional Learning +4 EEF T&L toolkit Early Years: Social & Emotional Learning strategies +3 EEF T&L toolkit Early Years: Self-regulation strategies +5</p>	<p>5</p>

Total budgeted cost: £218,790