

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Bussage C of E
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	A Ferguson Headteacher
Pupil premium lead	A Ferguson
Governor / Trustee lead	Claire Spires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,590 (22)
Recovery premium funding allocation this academic year	£797 + £786 = £1,583
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding for this academic year	£31,173

Part A: Pupil premium strategy plan

Statement of intent

Bussage Primary School is a Church of England Voluntary Aided Primary School and this statement of intent is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be." Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

At Bussage Primary School we support all of our pupils – academically, socially and emotionally to enable them to be the “best that they can be”, regardless of their backgrounds, encapsulated in our vision statement above.

The Pupil Premium Grant was introduced in 2011, with the aim of providing additional support for children from low income families. Evidence shows that disadvantaged children generally face additional challenges do not perform as well as other pupils.

When making decisions about the use of the Pupil Premium grant (PPG), we consider the common barriers to learning that disadvantaged pupils might face. These may include, low levels of parental expectations and support within the home, weak language and communication skills and a lack of access to enriching activities in such extra-curricular pursuits like sports or music. We are also conscious that some children who are eligible for PPG are not always socially disadvantaged. We use our extensive knowledge of all of our Pupil Premium children to allow us to provide the right support for them according to individual need.

All children at Bussage Primary School are entitled to participate in our broad and balanced curriculum equally, regardless of any disadvantage or challenge they may face.

Our ultimate objectives for disadvantaged pupils:

- To enable all disadvantaged children to read fluently by focussing on high quality Phonics teaching to ensure that all disadvantaged pupils join KS2 having passed the Phonics Screening Check at the end of KS1.
- To ensure that all disadvantaged pupils gain full support within the context of each class through high quality first teaching. This is to secure good progress through the school, including for those pupils with special education needs,

from their typically lower starting points, to close the attainment gap against non-disadvantaged pupils through targeted academic support if required.

- To provide full access to the wider curriculum by ensuring that the expense of musical tuition, residential trips, as well as breakfast clubs and after school clubs, do not exclude disadvantaged pupils from participation.

Achieving these objectives:

All staff understand the needs of the disadvantaged pupils in their care and take responsibility for their outcomes. High quality first teaching, together with targeted academic support and rigorous monitoring, ensures that progress for disadvantaged pupils is sustained. The progress of disadvantaged pupils is regularly checked during pupil progress meetings and teachers are asked to account for the progress PPG children make. Interventions are planned according to the needs of the children and these can include 1:1 tuition, small academic group work or nurturing support groups.

Challenges

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

Challenge number	Detail of challenge
1	Missed learning due to COVID
2	Poor language and communication skills, particularly in KS1 and Reception (not exclusively)
3	Assessments showed that Pupil Premium children performed well below their peers in Phonics assessments in KS1.
4	Poor mental health.
5	Attendance
6	Enrichment activities. Many children have missed out on these experiences during the pandemic.

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
Increase in reading fluency and comprehension skills	2021-22 (Y1 and Y2 outcomes) continue to be in line with their peers
Disadvantaged pupils improve their language and communication skills.	Completion of NELI programme for those children identified leading to good progress.
The educational gap between disadvantaged pupils and their peers diminishes.	School internal assessments show that any gaps by individual PP children are closed through accelerated progress.
Disadvantaged pupils have access to social, emotional and mental support to improve well-being.	Sustained high levels of wellbeing, resilience and self-esteem demonstrated through <ul style="list-style-type: none"> • Collection of data from questionnaires • External provision of Play Therapy, Pets as Therapy or Draw and Talk as required through early and accurate identification • Participation in enrichments activities and proactively selected to represent the school in clubs, school parliament roles, sports teams etc.
Disadvantaged pupils Have good levels of attendance.	We aim for the attendance rates to be broadly in line with their peers (we are mindful that we are currently living through a pandemic)
Disadvantaged pupils access a broad and balanced curriculum and have opportunities for enrichment. They feel completely included.	School uniforms and school trips, residential trips are funded where necessary.

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: £ 1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for teachers and teaching assistants in new scheme. £1,500	Phonics and the successful teaching of phonics has a positive impact on the accuracy of reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1/3
NELI training for Emma £250	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Mental Health First Aid training £50	Ties in with positive emotional behaviour support which can impact up to 4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4

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

Budgeted cost: £ 21,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI £2,400	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Phonics Catch-up groups £1,100 £1,100	Qualified teacher to deliver phonics interventions in Y2. Autumn 2021 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1/3
	Qualified teacher to deliver phonics interventions in Y2. Spring 2022 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1/3
1:1 tuition National Tutoring. £750	Spring term national tutoring 1:1 for KS2 children. Evidence that this can provide up to 5 months in progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Small group on going interventions. £16,523	Regular support in the classroom to provide on-going targeted interventions in all areas of the curriculum overseen by the class teacher. Up to 4 months progress. Impact monitored through regular Pupil progress meeting by Subject Leaders. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of After School Club provision to support the family. £1,400	We know that in order for some of our parents to be incentivised to maintain attendance, they have to have ASC provision in place otherwise they will keep their children off school when work commitments get in the way.	5
Provision of Breakfast Club places. £1,900	To incentivise our “hard to reach” parents we know (with support from FSW) that breakfast club supports punctuality and attendance for some of our children as well as providing a calm and nurturing start to the day.	5
Provision of Atlas Camp places. £600	Some of our children need respite from chaotic home life during periods of extended holiday and we believe holiday camp provision is beneficial.	4
School trips and experiences £900	Enabling reduced costs for PP children – every child has the right to these activities and experiences.	6
Y6 Residential Camp out £1,900	Enabling reduced costs for PP children – every child has the right to these activities and experiences.	6
Play Therapy £600	GP and Educational Psychologist referrals will provide evidence that certain therapies support mental health and boosts performance in school.	4
School uniform £200	As and when support is provided to help children.	4

Total budgeted cost: £ 31,173

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.

Due to COVID-19, there is no external data for Y6 and due to enforced lockdowns assessment and was extremely disrupted.

The school used a number of interventions in the summer of 2021 and targeted phonics in Year One and Year Two. Phonics had also been a key focus during the Autumn of 2020 (before the second lockdown). The school felt that because of the interactive nature of phonics and the age of the children, this was an area which assessments suggested the biggest attainment gaps had emerged between PP and the rest of their peers.

Outstanding ex-teachers were drafted in and particularly supported our PP children. In the Autumn 2020 our Y2 children took their phonics check and 3 of the 5 PP children were significantly behind their peers. Despite making good progress during the Autumn Term. When we returned in March 2021 – we immediately put in an extensive catch-up programme. All our PP children successfully passed their check in July and maintained our recent record of all children entering KS2 having passed their Phonics Screening.

We continued to support our pupils by giving them enriching experiences. We had a well-being week in the summer 2021 and funded all PP children in this. Our Y6 children had a three day (two night) camp out on the school field in June 2021 again the cost for PP was met.

The school ensured that all PP children had access to a Chromebook for Remote Learning when required and also provided place in school with Key Workers if it was deemed necessary.

During Lockdown, the school continued to deliver a broad and balanced curriculum to all children. We supported our families through food hampers etc.

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
NELI	Eklan