

Pupil premium strategy statement 2023-2027

Updated for 2025-2026 Bushmead Primary School

This statement details Bushmead Primary 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.

School overview

Detail	Data
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	24% (90)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Steve Down
Pupil premium lead	Jacqui Rodriguez
Governor / Trustee lead	Alison Blacow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,350
Total budget for this 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>	£136,350

Part A: Pupil premium strategy plan

Statement of intent

At Bushmead the intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their ability across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, linked to well planned support from our teaching assistants. Tight, targeted and focused interventions primarily aimed at improving and developing speech, language and communication skills will be implemented to support literacy skills and all other areas of the curriculum. This has proven to have the greatest impact on closing the disadvantaged attainment gap as well as benefiting the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, driven by a combination of robust diagnostic assessment, gauging an individual's barriers to learning, regular observations and listening to the pupil's voice.

Challenges

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

Challenge number	Detail of challenge
1	To remove specific barriers to learning and close the academic gap between disadvantaged students and the rest of pupils.
2	To increase the percentage of children meeting age related expectations in reading and writing ensuring children are exposed to high quality teaching through school.
3	To reintegrate specific PP children back into the whole school environment.
4	To improve pupils mental health, concentration, social and emotional development.
5	To improve attendance, behaviour and social and emotional challenges.

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
To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading, writing and Maths. To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning.	Vulnerable pupils will make at least 3 terms progress. SEND pupils will achieve 80% of ADPR targets. More able pupils will achieve higher than expected progress.
To improve reading, writing and maths levels across the school	Vulnerable pupils will make at least 3 terms progress in reading and writing. End of year assessment targets achieved.
To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.	NTS assessments to identify specific needs to clearly inform class teaching and next steps of assessment if required. Small focus groups supporting mental health and social skills. Clear baseline and progress assessment data for interventions, and concise summary of pupil progress.
All pupils to attend school 96% or above. Vulnerable pupil groups to improve attendance by at least 2%	Whole school support for vulnerable groups of pupils to improve attendance.
To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to outside school to develop their cultural capital. To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support	More PP children to attend a range of clubs and enrichment activities in school and in the wider community.

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: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific training linked to the upskilling in the teaching reading, writing and maths.	- To allow teachers to build on their skills and learn new strategies in order to support PP pupils to achieve their full potential. - To keep pace with new methods of understanding and delivery. - To help tackle the disparities in reading and drive an improved reading culture across the school. Daily Guided Reading VIPERS training THE LITERACY SHED - Home	1,2,3
Subject leader CPD and release time.	- To allow teachers to build on their skills and learn new strategies in order to support PP pupils to achieve their full potential in the foundation curriculum. - To help fund teacher training specific to their subject leader needs.	1,3

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

Budgeted cost: £104,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and small groupwork to remove specific barriers to learning and close the academic gap between disadvantaged students and the rest of pupils.	• Strict timetables for TA's supporting PP children. Shine interventions in Reading and Maths. Handwriting interventions. Shine Interventions - Rising Stars Assessment • Allocation of hours fits the needs of PP children and delivers accountability in each year group. • PP target linked to performance management. • Evidence of impact to be gathered on a daily/weekly basis. • Regular monitoring and fine tuning of interventions.	1,2,3
Quality assured assessments to close the academic gap between disadvantaged students and the rest of pupils, with interventions and resources linked to pupils needs.	• Invest in NTS assessment package for clear monitoring of pupil progress. Home Page - Rising Stars Assessment • Invest in SHINE interventions linked to NTS in order to close the gap in specific strands of the curriculum. • Produce detailed reports of PP pupils progress. http://www.hodder.co.uk	1,2
Continue to support with funding of resources for 'Little Wandle' phonics scheme.	• To close the gap for PP children in reading. Rapid catch up sessions. Rapid Catch-up Letters and Sounds (littlewandlelettersandsounds.org.uk)	1,2

	Catch-up intervention groups for phonics-particularly targeting KS2 PP children.	
Resources purchased to aid targeted interventions to remove specific barriers to learning and close the academic gap between disadvantaged students and the rest of pupils.	- Pre-teaching sessions that enable children to have a 'practise' run at the skills required for a lesson, allowing them to build on this knowledge during the lesson. - Have a greater understanding during session. - Resources for each class in order to impact identified barriers to learning for individual children. (As identified by class teachers and support staff). - English Leads with support from school reading ambassadors to purchase books for our library.	1,2,3
Forest School	- To increase motivation and concentration of identified PP children. - Staff trained with Forest school accredited qualification. - Allow Forest School leader to keep up with latest innovations. forestschoollassociation.org	1,2
Pupil Premium resources and equipment.	- Evidence the day to day support that takes place in each class on timetables and provision map and its impact. - Staff to evidence and record interventions and barriers to learning on Provision Map. To be updated termly. - Evidence of rapid catch up, Shine Interventions (TA folders) and support.	1,2

	Provision map to be monitored (ongoing JR + TA.)	
Focus group to challenge the more able PP children.	Weekly enrichment Maths group run by Pupil premium lead. NRICH - Mathematics Resources for Teachers, Parents and Students to Enrich Learning (maths.org)	1,4
Support for Pupil Premium EAL children	Visual cues, gap fill exercises, sentence frames, word cards, small group activities for peer support, bilingual dictionary or an Ipad with Google Translate and Google Lens.	

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

Budgeted cost: **£25,777**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco inclusion hours to work closely with our SEN/PP families who may require additional support in order to make accelerated progress.	- Support for SEN children entitled to PPF. - Work with outside agencies in order to support PP/SEN children and their families. - To be a point of contact for parents/families who may be experiencing difficulties.	1,4,5
To reintegrate specific PP children back into the school environment.	- To support ongoing CPD of staff trained by Nurtureuk.com. - Full time nurture facility lead to support pupils reintegration back into the classroom environment. www.nutureuk.org	1,3

Play Project (OPAL)	• improve pupil's mental health, concentration, social and emotional development. • Expertly delivered outdoor play is critical in improving social, emotional and behavioural needs. • Improves children's engagement in the rest of the school day. • Outdoorplayandlearning.org.uk	1,4,5
Emergency funding to improve attendance, behaviour and social and emotional challenges.	• To provide uniform and basic supplies for families in urgent need of support. • Fund after school provision for identified children • Food costs for nurture breakfast/supplies • Support families to achieve 96% attendance.	4,5
Trip funding	• To give PP pupils the ability to access extra educational opportunities. • Allow PP children access to residential/offsite experiences.	4,5
Music lessons, 1:1 and equipment.	• To allow Identified PP children the chance to learn a musical instrument. • Choir support from music teacher. • To improve confidence, behaviour and self-esteem.	4,5
Minibus to allow <u>all</u> pupils to access offsite activities.	• Transporting children with minimum costs. • More flexibility in planning school trips that support the learning and opportunities to experience inspirational trips	4,5

	that otherwise could not take place.	
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Total budgeted cost: £ 136,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Bushmead Attainment Grid 2024/2025



Year 1										
	EYFS	EYFS	End Aut ARE	End Aut GD	End Spr ARE	End Spr GD	End Sum ARE	End Sum GD	Target ARE	Target GD
Reading	1/6 17%		1/6 17%	-	2/7 28%	1/7 14%	2/7 29%	1/7 14%	2/6 34%	0
Writing	1/6 17%		1/6 17%	-	2/7 28%	-	2/7 29%	0	2/6 34%	0
Maths	2/6 34%		1/6 17%	-	1/7 14%	1/7 14%	4/7 57%	2/7 29%	3/6 50%	0
Combined	1/6 17%		1/6 17%	-	1/7 14%	-	2/7 29%	0	2/6 34%	0
Phonics	2/6 34%		1/6 17%		2/7 28%		4/7 57%		3/6 50%	

Year 2										
	Year 1 ARE	Year 1 GD	End Aut ARE	End Aut GD	End Spr ARE	End Spr GD	End Sum ARE	End Sum GD	Target ARE	Target GD
Reading	7/12 58%	0	4/12 33%	1/12	5/13 38%	1/13 8%	6/12 50%	1/12	8/12 66%	0
Writing	4/12 33%	0	4/12 33%	-	5/13 38%	0	5/12 42%	0	6/12 50%	0
Maths	7/12 58%	1/12	4/12 33%	-	4/13 31%	0	6/12 50%	1/12	8/12 66%	1/12
Combined	4/12 33%	0	4/12 33%	-	4/13 31%	0	5/12 42%	0	6/12 50%	0

Year 3										
	End KS1 ARE	End KS1 GD	End Aut ARE	End Aut GD	End Spr ARE	End Spr GD	End Sum ARE	End Sum GD	Target ARE	Target GD
Reading	6/14 43%	1/14 7%	7/19 37%	1/19%	11/19 58%	1/19 5%	11/20 55%	1/20 5%	8/14 57%	1/14 7%
Writing	5/14 36%	1/14 7%	6/19 32%	-	8/19 42%	0	9/20 45%	0	7/14 50%	1/14 7%
Maths	7/14 50%	1/14 7%	12/19 63%	3/19	12/19 63%	3/19 16%	12/20 60%	2/20 10%	8/14 57%	1/14 7%
Combined	4/14 29%	1/14 7%	5/19 27%	-	7/19 37%	0	9/20 45%	Mobility +6	5/14 35%	1/14 7%

Year 4										
	End of YR3 ARE	End YR3 GD	End Aut ARE	End Aut GD	End Spr ARE	End Spr GD	End Sum ARE	End Sum GD	Target ARE	Target GD
Reading	12/21 57%	3/21 14%	9/21 43%	3/21 14%	11/21 42%	1/21 5%	11/19 58%	1/19	14/21 66%	3/21 14%
Writing	8/21 38%	0	8/21 38%	-	9/21 43%	0	8/19 42%	0	10/21 48%	0
Mathematics	11/21 52%	2/21 10%	12/21 57%	5/21 14%	12/21 57%	3/21 14%	9/19 47%	0	13/21 62%	2/21 10%
Combined	8/21 38%	0	8/21 38%	-	9/21 43%	0	8/19 42%	0	9/21 43%	0

Year 5										
	End YR4 ARE	End YR4 GD	End Aut ARE	End Aut GD	End Spr ARE	End Spr GD	End Sum ARE	End Sum GD	Target ARE	Target GD
Reading	9/15 60%	0	10/19 53%	-	14/19 74%	0	13/19 68%	1/19	11/15 73%	0
Writing	6/15 40%	0	6/19 31%	-	6/19 32%	0	8/19 42%	0	8/15 53%	0
Maths	8/15 53%	0	9/19 47%	2/19	12/19 63%	2/19 11%	14/19 74%	2/19	10/15 66%	2/15 13%
Combined	4/15 27%	0	4/19 21%	-	6/19 32%	0	7/19 37%	0	6/15 40%	0

Year 6										
	End YR5 ARE	End YR5 GD	End Aut ARE	End Aut GD	End Spr ARE	End Spr GD	End Sum ARE	End Sum GD	Target ARE	Target GD
Reading	13/18 72%	3/18 16%	11/18 61%	4/18 22%	12/19 63%	4/19 21%	13/18 72%	6/18 33%	14/18 77%	3/18 16%
Writing	7/18 39%	0	8/18 44%	-	9/19 47%	0	12/18 67%	0	8/18 44%	1/18 6%
Maths	11/18 61%	4/18 22%	11/18 61%	5/18 28%	12/19 63%	3/19 12%	14/18 78%	4/18 22%	13/18 72%	4/18 22%
Combined	7/18 39%	0	8/18 44%	-	8/19 42%	0	11/18 61%	0	8/18 44%	0

At the end of Year 6 2025, 72% of PP children were ARE in Reading, 67% of PP children were ARE in Writing and 78% of PP children were ARE in Maths and 22% were Greater Depth.

Targeted interventions have been implemented and small group work to remove specific barriers to learning. There is clear evidence of interventions and their impact on PP children's needs (2024-25 attainment targets achieved in maths). Teachers and TAs are more accountable, there has been regular monitoring and fine tuning of interventions. TA Timetables and provision map show the type of interventions taking place and time spent with particular pupils and the impact. The allocation of hours fits the needs of PP children and delivers accountability in each year group. The PP target is linked to performance management, there is evidence of impact gathered on a termly basis.

More able PP children attend a weekly enrichment intervention group in Maths. Children engage in Maths games and problem solving activities and have opportunities to compare and discuss their methods and solutions.

SEND/ PP children have been supported and we have updated our nurture facility in. PP parents are more engaged with their child's education and are more confident to approach school for support. 'Treehouse' nurture facility in Aspen class has been supported and updated leading to reintegration of pupils back into the classroom environment and support has been given for those struggling with the mainstream curriculum. There is daily attendance monitoring. Pre-school club allowed parents to drop

off earlier to help with employment needs and breakfast costs. There have been home visits, penalty notices, EWO, attendance monitoring and chasing up.

Vulnerable pupils have had access to clubs and activities. This has given children a sense of belonging. Children have the equipment to fully engage in lessons. Music lessons have encouraged self esteem and independence. Attendance has increased as children have been able to attend pre and afterschool provision. After school provision guaranteed after school meal. The use of the minibus has made offsite visits more accessible to all pupils.

More vulnerable children have been given the opportunity to make good progress through challenge and mastery learning. There has been one to one support and small group teaching has helped some children make accelerated progress. The introduction of new laptops has supported learning.

PP funding has helped continue to fund the training of “Little Wandle”. All staff have been fully trained on the new phonics scheme. PP children have been supported in phonics to close the gap in reading. Spelling Shed has been introduced to engage children in the practice and learning of their weekly spellings. Children now have access to Spelling Shed at home and weekly assignments are set.

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.

Programme	Provider
TT Rockstars	Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)
VIPERS	THE LITERACY SHED - Home
Little Wandle	Letters and Sounds A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)
Shine Interventions	Shine Interventions - Rising Stars Assessment
Spelling Shed	Spelling Shed Dashboard (edshed.com)
Forest School	forestschoollassociation.org
Spelling Shed	Spelling Shed - Spelling Shed - The Science of Spelling

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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