

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Bushbury Lane Academy
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Acting Headteacher
Pupil premium lead	Acting Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,997
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212,997

Part A: Pupil premium strategy plan

Statement of intent

Bushbury Lane Academy is positioned in the centre of a very disadvantaged community. It is evident that a large proportion of children join our school working well below the expected age related standards and face challenges such as poor language and communication skills. The pupil premium strategy, introduced in 2011, is a sum of money given to schools each year to improve the attainment of disadvantaged children. At Bushbury Lane Academy, we aim to strategically use this pupil premium funding to achieve our vision and ensure all our children reach their full potential and succeed academically, personally and socially. To ensure we are using the allocated money appropriately to achieve this, we utilise national research and the analysis of school data to identify and break down barriers for disadvantaged pupils. At Bushbury Lane Academy, we truly believe that no child should be left behind.

Our key objectives in using the Pupil Premium funding are to ensure that:

- All disadvantaged pupils make good progress across all curriculum areas through quality first teaching and learning and personalised intervention programs.
- A greater proportion of pupils receiving additional funding are achieving at least ARE at the end of key stages.
- Barriers to learning are removed through nurture, curriculum provision, enhanced curriculum opportunities and individual support for both the pupil and their family (where appropriate).
- The differences in attainment and progress are diminished between disadvantaged and non-disadvantaged pupils.
- Attendance improves for pupil groups, where it is not in line with national data.
- A widening of opportunities is available for all children.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language: Pupil's communication and language upon entry is well below national expectation. Pupils are less likely to experience high quality oral interactions in their families, which develop and support oral language acquisition from an early age.
2	Life experiences: Pupils are less likely to experience important life experiences such as visiting forests/woodland, going on hikes, visiting lakes and beaches, visiting places of interest (museums, galleries, churches etc), and going swimming, due to high unemployment, low income, limited community engagement and a lack of positive role models. This lack of life experiences restricts their imagination and application of key knowledge.
3	Enrichment: Parental contributions are extremely limited. Parents are unable to help fund school trips, visits and experiences. This is particularly restricting for our most enriching offers such as outdoor educational residential and overseas trips.
4	Support with SEND: Many disadvantaged pupils have additional needs associated with SEND, which are unable to be effectively supported in the home due to challenges that parents and carers face
5	Attendance: The attendance of pupils is not prioritised by families in order to maximise progress and attainment. In particularly persistent absence is a key issue for some of our hard-to-reach pupil premium families. Parents don't work, or value education and therefore pupils aren't brought into school regularly or arrive late and miss whole sessions of learning.
6	Personal, social and emotional: Personal, social and emotional development is slower for pupil-premium children and will impact learning overtime.

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
The academic progress made by pupil premium pupils will be in line or above that of other pupils. This will be represented in KS2 attainment outcomes.	All pupils, who receive pupil premium funding, will make good progress in reading, writing and maths from their starting points.
Pupil premium pupils will have full access to the wide range of enrichment activities offered.	Pupils, who receive pupil premium, engage in Year group trips as planned on the school curriculum map. Pupils participate in extracurricular clubs and take part in the 11 b4 11, year group promises.

<p>All pupils will receive effective social and emotional support to be able to confidently participate in the curriculum.</p>	<p>Pupils, who are identified as needing it, are placed into Nurture groups led by the school's Pastoral Lead and thrive interventions will take place.</p>
<p>Pupils, where necessary, will catch up with their peers and will meet age related expectations by the end of the year.</p>	<p>Pupils identified in pupil progress meetings as requiring additional support will receive this to ensure that the attainment gap diminishes.</p>
<p>All children are able to initiate and converse using high quality oral interactions from an early age.</p>	<p>Pupils are supported with their use of vocabulary, articulation of ideas and spoken expression until they are able to demonstrate effective use independently. Teachers are effectively trained to ensure that they model and develop pupils' oral language skills and vocabulary development and are confident in making speech and language referrals in collaboration with the SENDCO if required.</p>
<p>The school monitors attendance data closely and quickly identifies pupils, whose attendance is becoming an issue and works with the family before low attendance impacts on learning.</p>	<p>Attendance letters and attendance meetings are used timely with families to ensure rapid intervention. A range of incentives are used to improve attendance. Persistent absence rates are reduced.</p>

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: £24,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI CPD provided to RWI Lead, all staff and SLT to ensure that phonics and early reading is a priority and is being delivered effectively to our children.	EEF toolkit shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF	1,4
<i>'Cornerstones Maestro' resource to support with effectively sequenced planning and high-quality outcomes in core and foundation subjects.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. Guide to Effective Professional Development in the Early Years EEF	1,2,4,6
<i>Purchase of Maths no problem to support with high quality maths teaching so that all pupils develop fluency, reasoning and problem solving.</i>	Maths – No Problem! Maths Mastery for Primary School Education Maths No Problem benefits pupil premium students by providing a structured and coherent approach to learning mathematics. This method breaks lessons into small, connected steps, which helps students build a deep, long-term understanding of mathematical concepts. Additionally, the use of varied representations and structured problem-solving encourages mathematical thinking and fluency, which can significantly improve confidence and attainment in mathematics	1,4
<i>Purchase of high-quality texts to support and supplement the teaching of phonics, reading comprehension and</i>	Research from the Education Endowment Foundation (EEF) highlights that purchasing high-quality texts can significantly enhance reading outcomes for students. These texts	1,4

<i>fluency, reading for pleasure, diversity, and inclusion.</i>	provide rich language experiences and diverse perspectives, which are crucial for developing comprehension skills and fostering a love for reading	
<i>Ensure that all ECT's receive regular high quality mentor sessions in order to promote good or better outcomes for all.</i>	Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: Effective Professional Development EEF	1,4,6
<i>Staff CPD offer related to SEND delivered by Outreach.</i>	Investing in staff Continuing Professional Development (CPD) related to Special Educational Needs and Disabilities (SEND) is a highly effective strategy, especially when supported by external experts like Outreach services. The EEF's research provides solid evidence backing this approach by emphasizing that high-quality teaching is critical for supporting all pupils, particularly those with additional needs.	4
<i>CPD based on metacognition and self-regulation to be able to deliver effective learning behaviour interventions.</i>	The EEF's " <i>Teaching and Learning Toolkit</i> " notes that metacognition and self-regulation strategies have an average impact of +7 months' additional progress over the course of a year. Training teachers in these strategies through targeted CPD helps them equip pupils with the skills to monitor and regulate their own learning. This is especially impactful for disadvantaged pupils who may benefit from explicit teaching of learning strategies that support independence and resilience.	6
<i>Curriculum Development day with SLT and middle leaders.</i>	According to the EEF, a well-sequenced curriculum that builds on prior knowledge and ensures progression is crucial for pupil learning. A dedicated Curriculum Development Day enables SLT and middle leaders to collaborate on creating or refining a curriculum that is coherent and cumulative.	1,2,4,6

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

Budgeted cost: £122,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff used to provide small group work and interventions to allow for targeted quality teaching across the curriculum.	The EEF's <i>“Teaching and Learning Toolkit”</i> highlights that small group tuition can lead to an average impact of +4 months’ additional progress over an academic year. When support staff are effectively trained and deployed to lead small group interventions, they provide targeted, focused instruction that helps address specific learning needs and supports pupils who require additional assistance to keep up with their peers.	4
<i>Speech and Language programme delivered for key pupils by a consistent member of staff.</i>	The EEF's <i>“Teaching and Learning Toolkit”</i> highlights that oral language interventions can have a high impact on pupil outcomes, providing an average of +6 months’ additional progress over the course of a year. These interventions are particularly beneficial when they are explicitly targeted and delivered by a trained and consistent staff member.	1
<i>Thrive interventions delivered by SENDCo to support pupils’ social and emotional well-being.</i>	The EEF's <i>“Teaching and Learning Toolkit”</i> identifies social and emotional learning (SEL) as having an average impact of +4 months’ additional progress over an academic year. When interventions such as Thrive are delivered by skilled professionals like a SENDCo, they can provide targeted support tailored to pupils’ emotional and social needs.	6
<i>1:1 support and individualised instruction for pupils, who are pupil premium and who are working on the engagement model.</i>	EEF research indicates that one-to-one tuition can lead to +5 months’ additional progress over a year when provided by trained staff. This type of tailored instruction allows educators to focus on the specific needs and learning styles of individual pupils.	4
<i>Deliver targeted interventions to children who are identified as part of pupil progress meetings.</i>	The EEF's <i>“Teaching and Learning Toolkit”</i> states that targeted small group and one-to-one interventions can have a high impact, with gains of +4 to +5 months’ additional progress over an academic year when effectively implemented.	4,1,6
<i>Subscription to Testbase to enable staff to provide targeted interventions.</i>	Research indicates that using Testbase can significantly benefit pupil premium students by providing access to high-quality, standardized assessments.	4,1,6

	These assessments help identify learning gaps and track progress over time, allowing for targeted interventions that support academic improvement.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy of enrichment activities (trips, visits, residential).	The EEF's <i>"Extending School Time"</i> and <i>"Learning Outside the Classroom"</i> research highlights that activities outside the classroom, including educational trips, residential visits, and extracurricular clubs, can contribute to positive academic and social outcomes. These activities help pupils develop key life skills, such as resilience, teamwork, and problem-solving, which support their overall learning experience.	2,3
<i>Pastoral lead and attendance administrator to manage attendance and develop new reward systems to improve attendance data.</i>	The EEF's <i>"Attendance"</i> guidance report stresses that improving attendance is a crucial factor in raising pupil outcomes. The evidence shows a clear link between attendance and achievement, with pupils who attend school regularly making better progress. By assigning a Pastoral Lead and Attendance Administrator to focus on managing and improving attendance, schools can more effectively monitor trends, identify barriers to attendance, and provide targeted support to improve pupil engagement.	5
<i>Liaise with the Educational welfare officer to support with persistent absenteeism.</i>	The EEF's <i>"Attendance"</i> guidance report stresses that persistent absenteeism is a significant barrier to learning, with absenteeism correlating strongly with lower academic achievement.	5
<i>Parent workshops linked to attendance to raise the profile across the school and develop accountability.</i>	The EEF's <i>"Parental Engagement"</i> guidance report highlights that parental involvement in their children's education is one of the most effective ways to improve academic outcomes, particularly for disadvantaged pupils. Regularly engaging parents in workshops focused on attendance can raise awareness of the importance of	5

	regular school attendance and its direct link to academic success.	
<i>10% Delivery of Commando Joes to build resilience, self esteem and key learning behaviours.</i>	The EEF's " <i>Social and Emotional Learning</i> " (SEL) guidance report highlights that interventions aimed at improving social and emotional skills have a positive impact on pupils' attitudes, behaviour, and academic performance. Programs like Commando Joes, which focus on building resilience, self-esteem, teamwork, and problem-solving, are aligned with evidence-based SEL practices.	2,3,6
<i>Restorative practice training delivered to all staff members.</i>	The EEF's " <i>Behaviour Interventions</i> " guidance report outlines the positive impact of approaches that promote restorative practices, focusing on repairing harm and rebuilding relationships rather than punitive measures.	6
<i>Careers week scheduled for Year 6 children to support with transition and the development of life skills and career aspirations.</i>	The EEF's " <i>Aspirations and Attitudes to Learning</i> " report highlights the importance of raising pupils' aspirations and providing opportunities for them to learn about a wide range of careers. Introducing career education early helps pupils understand the diverse opportunities available to them, which can positively impact their motivation and academic engagement.	2,3
<i>Delivery of music program through Wolverhampton Music Service.</i>	Research indicates that implementing a music program in schools can have a profound impact on children's development. Music education enhances cognitive abilities, including memory, attention, and problem-solving skills. It also supports language development and literacy, as children who participate in music programs often show improved reading comprehension and verbal skills. Additionally, music programs can foster social and emotional growth by promoting teamwork, discipline, and self-expression.	6,5,2

Total budgeted cost: £212,997

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 2022 to 2023 academic year. Due to the success of many initiatives the challenges for 23-24 have evolved.

Objective focus	Impact																								
Outcomes and academic progress	<table border="1"> <thead> <tr> <th></th> <th>% of pupils</th> <th>National average</th> </tr> </thead> <tbody> <tr> <td>Y4 multiplication check</td> <td>53% of pupils got 25/25</td> <td></td> </tr> <tr> <td>Y1 Phonics</td> <td>83%</td> <td>79%</td> </tr> <tr> <td>EYFS</td> <td>71%</td> <td>67%</td> </tr> <tr> <td>KS2 Reading</td> <td>90%</td> <td>74%</td> </tr> <tr> <td>KS2 Writing</td> <td>86%</td> <td>72%</td> </tr> <tr> <td>KS2 Maths</td> <td>86%</td> <td>73%</td> </tr> <tr> <td>KS2 RWM combined</td> <td>86%</td> <td>61%</td> </tr> </tbody> </table> <p>2023-2024 academic results show that we performed in line or above national average across Early Years, phonics and KS2 SATs.</p>		% of pupils	National average	Y4 multiplication check	53% of pupils got 25/25		Y1 Phonics	83%	79%	EYFS	71%	67%	KS2 Reading	90%	74%	KS2 Writing	86%	72%	KS2 Maths	86%	73%	KS2 RWM combined	86%	61%
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Standard of teaching and learning	100% of teaching is good or better. Within our Ofsted, we were judged to have an overall effectiveness of Outstanding.																								
Professional development of staff	All teachers and LSAs have been equipped with with new strategies, tools, and knowledge that has enhanced their teaching effectiveness. Staff surveys show that staff feel valued at Bushbury Lane Academy.																								
Small group interventions	Small group interventions led to the attainment gap decreasing between pupil premium and non-pupil premium pupils. All pupils made enhanced progress in end of KS2 results.																								
The prioritising and development of reading	Internal reading data is a particular strength across the school. 86% of Year 6 pupils achieved ARE in reading. Pupil voice highlights reading as being a priority within our school.																								
Nurture and pastoral care	Enhanced pastoral care has developed the safe and supportive environment we have at Bushbury																								

	where students feel valued and understood. This emotional security has led to better behaviour, fewer disruptions in class, and higher levels of academic achievement, as students are more likely to engage in their learning when they feel cared for and supported.
Attendance initiatives and support	While we have implemented a range of targeted attendance initiatives and support strategies for our pupils, including individual interventions and close collaboration with families, we are continuing to refine our approach to ensure maximum impact. We recognize the importance of improving attendance for all pupils and are committed to further developing our strategies to address barriers and support sustained improvement in this area. We will continue to monitor the effectiveness of our interventions and adapt them as needed to ensure the best outcomes for our pupils.
Opportunities for enrichment and extra-curricular	All children have engaged in at least 2 11 before 11 promises. 27/30 Year 6 pupils attended a residential trip to France. Over 65% of pupils participated in an extra-curricular club.

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
Read Write inc	Oxford Owl
Cornerstones Maestro	Cornerstones
Maths no problem	Singapore Maths
Charanga	Charanga
Thrive	Thrive
Jigsaw	Jigsaw

