



Bird in Bush Primary School

Pupil Premium Report for 2023/2024

The Pupil Premium Grant funding is allocated to schools on the basis of the number of children who have been on free school meals within the last 6 years and the number of looked after children.

The grant per pupil is currently £1320. Schools are able to determine how this money is spent and are accountable for the impact of the expenditure. All members of teaching staff, support staff and Governors accept responsibility for meeting the pastoral, social and academic needs of all children within the school environment.

Bird in Bush Primary School are committed to maximising the attainment of our pupils and building their capacity to be successful learners as well as socially and emotionally resilient children. The pupil premium funding provides resources to support the school in achieving this aim.

Please click the link below to view the full Pupil Premium Strategy report. This outlines the allocation and spending of the Pupil Premium Grant money and catch up funding. This will be reviewed in December 2023.

On this one exceptional year at the start of our amalgamation from Bird in Bush School and Cobourg Schools, there is a difference to reviewing the impact of spend plans for 2022/2023 and previous years. Decisions taken by school leaders for these schools were taken to prioritise the pupils attending these schools across the academic year 2022-2023 and not the current Bird in Bush School and its pupils.

Bird in Bush School

Pupil Premium Information

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.

School overview

Detail	2023-2024 Data
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	53% (236/445)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	Spring 2024
Statement authorised by	James Robinson Executive Headteacher
Pupil premium lead	Madeline Eastwood Head of School for Inclusion
Governor / Trustee lead	Juliette Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,990

Part A: Pupil premium strategy plan

Statement of intent

At Bird in Bush School, we have always planned that every child should make good progress no matter their background or the challenges they face. At the heart of our pupil premium strategy is the aim to support disadvantaged children to do this, irrespective of whether they are currently high or low attainers.

Our pupil premium strategy primarily focuses on ensuring that all children receive high-quality teaching as this has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged children in our school.

The key principles behind our pupil premium strategy include:

- to focus on implementing a small number of priorities well (aligned with whole school strategy)
- to ensure that high-quality teaching (Tier 1) is the priority with a 2:1:1 ratio between the 3 tiers [Tier 1: High quality teaching, Tier 2: Targeted academic support, Tier 3: Wider strategies]
- to regularly review the plan to ensure excellent execution and to adapt to changing circumstances if needed

Challenges

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

Challenge number	Detail of challenge
1	Our observations and discussions with pupils and families indicate that many disadvantaged children need support with being ready to learn , for example provision of uniform or healthy food.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, emotional and behavioral issues for many pupils. A large proportion of our disadvantaged children need support with their social, emotional and behavioural needs in order to be ready to engage in lessons. 57% of recorded behaviour incidents across the Autumn Term 2023 are linked to disadvantaged pupils compared with 43% linked with non-disadvantaged pupils – our school has a 53% disadvantaged cohort so there are a greater proportion of incidents per disadvantaged child than per non-disadvantaged child.
3	Large proportions of our disadvantaged children have SEND and need support to meet their specific needs. From across Autumn 2023 it has identified that from pupil roll there are 102 children (23% of roll) with identified SEND, 59% are disadvantaged pupils compared with 41% non-disadvantaged pupils – our school has a 53% disadvantaged cohort so there are a greater proportion of disadvantaged pupils with SEND than non-disadvantaged pupils

Challenge number	Detail of challenge
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers (e.g. Phonics screening outcomes for current Bird in Bush pupils who attended other schools across 2021-2022 and 2022-2023 indicate that our disadvantaged pupil intake are more likely to achieved below that of the non-disadvantaged pupils that now attend Bird in Bush School. This prior attainment information indicates that greater difficulties with phonics negatively impacts their development as readers.
5	Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.

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 achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	By 2024/2025, the % of behaviour incidents linked to disadvantaged children is proportionate to the % of disadvantaged children in the school <i>e.g. if disadvantaged cohort is 53%, proportion of behaviour incidents linked to disadvantaged children vs. non-disadvantaged children is 53% or lower</i>
To achieve and sustain improved progress for disadvantaged pupils with SEND	By 2024/2025, all disadvantaged pupils with SEND will make good progress from their baseline (on Cherry Garden Branch Map or on National Curriculum).
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that we meet or exceed the national average for reading for disadvantaged pupils
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that we meet or exceed the national average for maths for disadvantaged pupils

Activity in the financial year 2023-2024

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: £123,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher and leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). We will fund additional concrete maths resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5
<p>Enhancement of our phonics teaching to secure stronger phonics outcomes for all pupils.</p> <p>We will fund whole-school and targeted CPD from FFT Success for All and teacher and leader release time to embed key elements of guidance in school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Developing a high-quality curriculum which responds to the needs of pupils: capacity to develop own in-house curriculum and capacity to buy new schemes and train teachers in new curriculum</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on curriculum development. In some cases, this may include the selection of high-quality curriculum materials.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. We will use this to guide our curriculum development.</p>	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring of 5 ECTs in-school to ensure effective professional development for these early career teachers</p>	<p>A common form of support for teacher professional development is mentoring, particularly for early career teachers.</p> <p>Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Ensuring teaching assistants are strategically deployed and fully prepared for their roles in order to support children with SEND.</p> <p>We will provide sufficient time for TA training and coaching.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance report on Making the Best Use of Teaching Assistants 	<p>3</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring and academic mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and healthy school lunch meal provision	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the Magic Breakfast programme .	1
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Targeted support for pupils with social, emotional and behavioural needs: retention of family support worker, targeted staff CPD (Paul Dix course, Youth Mental Health course)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £283,900

Context for Bird in Bush School linked to its Pupil Premium Allocation

Autumn 2023 onwards

The governors and school leaders at Bird in Bush School are committed to the identification of the challenges faced by the school's disadvantaged pupils and then using evidence to support our plans for making swift and striking impact in areas identified for support. Across 2023-2024 we will be ensuring our disadvantaged pupils are identified and their prior attainment and disadvantages noted for targeting support. Future impact reports will not only look at pupil's attainment using statutory end of primary outcomes from Summer 2024 onwards but we will also in year assessment outcomes to better identify and influence our priorities to be taken. Across 2023-2024 we will look at behaviour analysis; analysis of safeguarding referrals; take up for free breakfast provision and free after school clubs to provide data on which to influence our plans.

The 2023-2024 allocation of pupil premium funding (PPF) does not fully reflect the increased numbers of pupils entitled to either PPF or Early Years PPF as recorded in the school's first census return in October 2023. This return indicates that numbers are increased significantly to 250 pupils entitled which will increase pupil premium grant allocations for 2024-2025 well in excess of £300,000. Governors and school leaders will be taking immediate action to allocate additional resources based on the first picture of school context taken from the October 2023 census return as well as the other key information emanating from the Autumn Term 2023, Bird in Bush Primary School's first term as a new school.