

Report: September 2021
Future Report: September 2023

THE PUPIL PREMIUM STRATEGY 2021-23

PUPIL PREMIUM GRANT FUNDING

A good education is the key to improving life chances.

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement of disadvantaged pupils of all abilities to reach their potential to support children and young people with parents in the regular armed forces.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils.

Part A: Statement of Intent

What is our rationale at Bloxham CE Primary for making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable.

In the 2021-22 academic year we will continue to use the PP to improve the attainment of our disadvantaged pupils. The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever. In 2021-22 we are required to use our Recovery Funding has been used alongside this funding.

School overview

| Detail | Data 2021-2022 | Data 2022-2023 |
|---|--|--|
| School name | Bloxham Church of England Primary School | Bloxham Church of England Primary School |
| Number of pupils in school | 414 | 397 |
| Number of pupils eligible for Pupil Premium Funding | 76 | 70 |
| Proportion (%) of pupil premium eligible pupils | 18.3% | 17.6% |
| Pupil Premium Grant Funding: | 61 | 70 |
| Rec – Year 6 pupils recorded as Ever – 6 free school meals | 4 | 4 |
| Children We Care For: | | |
| Service children | 4 | 4 |
| Academic year/years that our current pupil premium strategy plan covers (3- | 2021/2023 | 2021/2023 |

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|------------------------------------|--|--|
| year plans are recommended) | | |
| Date this statement was published | December 1st 2021 | |
| Date on which it will be reviewed | October 2022 | July 2023 |
| Statement authorised by | Headteacher, Vice Chair, Governors and Inclusion Manager | Headteacher, Vice Chair, Governors and Inclusion Manager |
| Pupil premium lead | Lisa Horton, Louise Thomas | Sarah Marshall, Louise Thomas |
| Governor | Lisa Rowe and Paul Manders | Gill Barnes |

Funding overview

| Detail | Amount 2021-2022 | Amount 2022-2023 |
|---|------------------|------------------|
| Pupil premium funding allocation this academic year | £78,010.00 | |
| Recovery premium funding allocation this academic year | £40,521.75 | |
| 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 | £118,531.75 | |

To improve outcomes our disadvantaged pupils, school leaders will work with colleagues to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use evidence and research-based teaching practice, including The Sutton Trust, the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, and the Centre for Literacy in Primary Education to inform spending discussions and decisions.
- Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.
- Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Identify the main barriers to learning and use different approaches for groups or individuals facing particular barriers.
- Ensure that every member of staff knows who our disadvantaged pupils are and takes an interest in their success.
- Ensure that when a pupil's progress slows, interventions are put into place rapidly.
- Make every effort to engage parents in the education and progress of their child.
- Where poor attendance is an issue, address this as a priority.
- Provide personalised support for each pupil following a consultation with their parents.
- Ensure staff (teachers and support staff) receive in-depth training on strategies chosen to overcome barriers to learning.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

What do we consider when making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

School leaders and governors take an evidence-based approach to selecting the most effective ways to improve outcomes. Our link governors will attend training on the effective use of PP spending this academic year. Answers to the following questions provide a structured framework:

How well are our disadvantaged pupils achieving?

We identify any current gaps in attainment and progress and compare these to school and national averages.

What are the barriers to learning for our disadvantaged pupils?

Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them.

What are our desired outcomes for pupils?

Raised attainment; increased rates of progress; improved attendance; proactive family engagement; the development of skills and personal qualities to build emotional resilience; and extended opportunities.

How will success be measured?

For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.

Which approaches will produce these outcomes?

To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term approaches, as well as between whole school and targeted strategies.

Which approaches are effective, and which are not?

We will evaluate our approaches by focusing on the success criteria and asking: Are the chosen approaches impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently?

EARLY YEARS PUPIL PREMIUM FUNDING

Since April 2015, schools have received additional funding for disadvantaged three- and four-year olds in Early Years settings in England in the form of the Early Years Pupil Premium.

You may be eligible for Pupil Premium or Early Years Premium if one or more of the following criteria apply to you and your family:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than XXXX)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Come and talk to us in confidence, if you are not sure if you qualify for either Pupil Premium and Early Years Premium Funding.

What are the main barriers faced by our pupils eligible for PPG funding and what are we doing to minimise these?

In discussion, school leaders and teachers have identified the specific barriers to learning faced by our children who are eligible for the PPG funding and the approaches we will take to minimise these. The main barriers are:

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Children's low expectations and desire to succeed.</p> <p><i>Effective parental involvement and aspiration is associated with pupils' academic success.</i></p> <p>Factors: Low aspiration of some parents; culture of expectation.</p> |
| 2 | <p>Lack of opportunity – for example to attend clubs and extra – curricular activities.</p> <p><i>For a child to have equality of access, s/he must be encouraged to reap the benefits of what the school has to offer by attending regularly, by engaging in both curricular and extra-curricular activities, and by being supported at home and in his or her community.</i></p> <p>Factors: Financial disadvantage; rurality and transport limitations; understanding the benefit of cultural capital.</p> |
| 3 | <p>Attendance factors, both Covid-related and others (e.g. shielding, closures), punctuality – currently 94.1% for non-pupil premium but 90.2% for pupil premium-attendance data fluctuating due to COVID.</p> <p><i>As well as impacting on academic performance, poor attendance can affect children's ability to make and keep friendships; a vital part of growing up. Setting good attendance patterns from an early age, from nursery through primary school also helps children later on in their life.</i></p> <p>Factors: Self-isolating, more time at home, reduced contact with extended family, sports and other activities cancelled.</p> |
| 4 | <p>Increased mental health issues impacting on self-esteem and wellbeing; confidence and behaviour; and relationships. This has been exacerbated by COVID – 19.</p> <p><i>Social and emotional learning interventions have an identifiable and significant impact on pupils' attitudes to learning, social relationships in school, and attainment. It will be important to support pupils' mental health and well-being as they return to school following Lockdown.</i></p> <p>Factors: School closures. Reduced contact with peers, fewer activities available.</p> |
| 5. | <p>Lack of fluency and underachievement in Mathematics and English.</p> <p><i>Good literacy skills provide the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their</i></p> |

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| | <p><i>classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.</i></p> <p>(Education Endowment Foundation: Improving Literacy Guidance Report, 2017) <i>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life..... For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.</i> (Education Endowment Foundation: Covid-19 Support Guidance for Schools, June 2020)</p> <p>Factors: School closure and inconsistencies of approach. Home Learning – challenges linked to providing children with feedback to move their learning forward.</p> |
| 6. | <p>Access to technology – following lockdown we want to review children’s ability to access home learning opportunities, for example Maths Whizz and Times Tables Rock Stars.</p> <p><i>Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. Lack of access to technology has been a barrier for many disadvantaged children.</i></p> <p>Factors: Not all children have access to the technology needed to effectively access the home learning opportunities. Parental understanding of the benefits of home learning.</p> |
| 7 | <p>Disadvantage compounded by Special Educational Needs.</p> <p><i>Some children require additional support within the school environment in order to benefit to the same degree as others, particularly children with special educational needs.</i></p> <p>Factors: Vulnerability and disadvantage linked to Special Educational Needs compounds the challenges that children face.</p> |

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 | Review of academic year 2021-2022 |
|---|---|---|
| The challenges faced by individual children are identified and addressed. | Pupil Premium Champions (members of the Leadership Team) are in place to support all children eligible for PP Funding. All Champions will have met with the child and their parents to share concerns; discuss thoughts around | This is an ongoing outcome. Due to changes in the leadership team we now need to adapt this to meet our current needs and identify who the pupil premium champions will be, considering offering this to staff as well as members of the leadership team. There are currently 70 pupils with PP so this will need a large group of champions for this to be |

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| | <p>challenges faced and possible strategies and actions to bring about improvement.</p> <p>Senior Leaders (PP Champions) discuss, monitor, and evaluate the impact of actions taken using the PP Funding.</p> | <p>effective. Consider making this role be for each class teacher, as the person who knows the children best and sees them every day. Devise a feedback grid to be used termly to gather feedback about each PP child, to be completed by class teachers. Then class teacher to use this to identify their most vulnerable PP pupils, and put strategies in place accordingly.</p> |
| <p>Children have high expectations for their learning and behaviour, and are motivated to do their best. They have positive attitudes towards learning.</p> | <p>Children will understand the importance and benefits of working hard and will be motivated to do their best; they will be able to talk about their learning and what they need to do as their next steps to further improve.</p> <p>Reward systems will encourage, recognise and value individual best effort.</p> <p>Learning to learn will be an integral part of teaching. Children will understand what good learning looks and feels like.</p> | <p>Children are well-motivated and want to learn.</p> <p>Ofsted in October 2022 judged behaviour and attitudes, as well as personal development, to be good.</p> <p>Children receive achievement certificates linked to the school values in a Friday achievement assembly. Tea parties are held for the children reading the most. CBGs are used across the school and linked to certificates and rewards.</p> |
| <p>Equality of opportunity for all pupils to enrich and broaden their interests and hobbies.</p> | <p>Pupils are consulted on their interests and the activities they would like to pursue. All pupils access a range of extra-curricular activities both within and beyond school.</p> <p>PP children will take-up the offer of extra-curricular provision and have increased opportunities to pursue their interests and hobbies beyond the school day.</p> <p>Pupils will be prioritised to attend clubs, events and access targeted support PE opportunities in school.</p> | <p>Pupil Parliament have taken ideas from classes about events and activities. 14% of the pupil parliament are pupil premium.</p> <p>Activities that are available include Bloxham School Club (at the local private school, run by their 6th formers), hotshots basketball, football coaching at lunchtimes, sports reps, 2 x residential trips, school trips, church visits.</p> <p>All pupils are actively encouraged to participate in all activities; follow up phone communication is made to parents who do not sign up, e.g. for residential trips.</p> |
| <p>Pupil attendance remains at or above the national target for all pupils. All children in receipt of PP Funding will be punctual, equipped and ready for school.</p> | <p>An Attendance Strategy is agreed and Parent Contact Meetings result in improved attendance; children are in school engaged and learning. Strategies are in place to promote and reward high attendance.</p> <p>Rigorous monitoring is carried out and any concerns relating to attendance are swiftly followed-up by the Headteacher and Leadership Team.</p> | <p>There has been a big drive on attendance. Attendance has improved for key pupils. Attendance certificates are given out. Each week one class would be highlighted in the newsletter for the best attendance (all classes were listed with their attendance figures). Persistent absentees are followed up by the leadership team.</p> <p>The attendance strategy is in place and we now (June 2022) have a Pastoral Support Officer whose job it is to follow up all absences and contact parents / LA and sometimes go to collect children. She also sets up parent contract meetings.</p> <p>Attendance for PP pupils 2021-2022 was 86.7% 2 of the 5 pupils given Fixed Term Exclusions were pupil premium (40%). Attendance for Service Children 2021-2022 was 97.5% No FTEs were given to Service Children.</p> |
| <p>Pupils are able to recognise and talk about their emotions and can regulate their behaviour for</p> | <p>Behaviour in and beyond the classroom is good.</p> <p>Children are able to talk about their feelings and have strategies to manage their emotions and</p> | <p>Zones of Regulation has been further embedded across the school. Every classroom has a display showing the Zones and a range of strategies. Every child does a feelings check-in at least once a day. This has led to children being open and sharing</p> |

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| relationships. | responses. | about their feelings. It has also led to some disclosures / safeguarding. Initially many children would tick 'green' but now they are more confident to know it is ok to tick other colours. Children can talk about and explain this well. |
| Children in receipt of Pupil Premium Funding will achieve at least in line with, or above, national performance measures in English and Maths at EYFS, Year 1 Phonics Screening, Year 4 Multiplication Check, KS1 and KS2 SATs. | Aspirational targets are set for all pupils including those for whom Pupil Premium funding is received. Analysis of the school's pupil progress tracking information tells us that most children for whom we receive Pupil Premium make good progress, and that this is in-line with the progress made by children who are not eligible for this additional funding. Where progress is less than expected, specific approaches will be put in place to accelerate progress in 2022-23. | <p>EYFS: 9 pupil premium pupils (including 6 SEND). 44% met all Early Learning Goals. 44% met expected level for reading 67% met expected level listening, attention and understanding 78% met expected level for number</p> <p>Year 1 phonics check: 5 pupil premium pupil (including 1 SEND). 80% passed the phonics check</p> <p>Key Stage One SATs 9 pupil premium pupils (including 7 SEND). Science: 11% met the expected standard Writing: 11% met the expected standard Maths: 11% met the expected standard Reading: 22% met expected standard</p> <p>Key Stage Two SATs 12 pupil premium pupils (including 5 SEND). Science: 50% met expected standard Writing: 42% met Maths: 42% met Reading: 58% met</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: £55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Share the Pupil Premium Strategy with all staff to ensure their full understanding of the actions they will be directly involved in to improve outcomes for the school's most disadvantaged pupils, and to gain their ideas and input to support the success of the plan. Gather feedback from pupils, parents and staff to inform an evaluation of the PP Strategy. | All members of staff understand and show commitment to doing their part to ensure the success of the strategy. Teachers' planning identifies adjustments to ensure all children can access learning effectively. Monitoring and evaluation of teaching and learning. Feedback from pupils, parents and staff is positive about the benefits of approaches taken to support pupils who are eligible for the Pupil Premium Grant funding, in terms of promoting equal access and raising achievement. | 1-7 |

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| Analysis of PP data including attendance, performance, extra-curricular club participation, behaviour, and home learning. Identification of children eligible for PP Funding who also have other identified needs, for example, SEN, medical needs and attendance issues. | A greater focus to address the needs of identified pupils which results in improved achievement, attendance and behaviour. Records and monitoring. | 3, 4 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. TA Time to carry out assessments. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. | 5 |
| Play therapist to be employed to work with families with significant challenges. | Observations of children, reports and records of sessions. | 4 |
| ELSA training for Higher Level Nurture Assistant (Emotional Literacy Support Assistant) Increased support for emotional literacy through planned nurture intervention | Specific training from Educational Psychologists, on-going supervision, supporting children and young people to understand and regulate their emotions, to respect themselves and others and to learn personal resiliency. Well documented that this approach is successful. Supervision sessions, tools to measure before and after (eg Stirling wellbeing scales, QCAs) | 4 |
| Employ a Specialist SEND Higher Level Teaching Assistant to support children with a range of difficulties that impact their learning. | Monitoring shows that pupils are well-supported through strategies and any negative behavioural impact is minimised. A positive culture towards pupils with SEMH and other specific difficulties is evident. Individual Behaviour Plans. | 1-7 |
| Organise Team Teach training for key members of staff. De-escalation training for all staff to ensure safety. | Pupils are able to be kept safe and strategies enable signs and triggers to be identified before the behaviour escalates, leading to prevention of pupils reaching a 'crisis' point. Training records. Logged records of the use of TT strategies and impact using bound and numbered book | 4,6 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide Seesaw home learning platform to all families. Audit pupil access to technology via a questionnaire; | Access to equality of provision will lead to higher levels of attainment and progress Data for Seesaw use Home learning completion – home learning does | 1, 2, 5, 6 |

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| <p>purchase laptops and arrange internet access for identified children. Provide access to IDL, Time Table Rockstar's and Maths Whizz. Organise a parent workshop to share ideas on supporting home learning.</p> | <p>have a positive impact on confidence and engagement. Data for IDL, Maths Whizz and Times Table Rockstar's All pupils have equal access to home learning opportunities. Children can access learning at home for weekly tasks as well as self-isolating / closure of class / school.</p> | |
| <p>Organise pupil-mentoring by the football coaches.</p> | <p>Impact of pupil-led days, for example Anti-discrimination training. Evaluation of pupil-led social action project.</p> | 2,4 |
| <p>Provide weekly music therapy intervention.</p> | <p>Pupils show improved self-esteem and confidence. Self-evaluation sheets, music teacher evaluation sheets and teacher evaluation sheets.</p> | 2,4 |
| <p>Arrange training and materials for staff for the implementation of the 'The Write Stuff', an approach which develops language and vocabulary, and scaffolds writing for all learners. Introduce words of the week to promote the use of ambitious vocabulary.</p> | <p>Language and vocabulary barriers are overcome, children develop strong verbal and written communication skills. Pupil and teacher feedback- the work of John Hattie, attainment in writing tracked. All pupils have access to a rich and varied vocabulary and are supported to incorporate this into their speaking and writing</p> | 5, 7 |
| <p>Review the teaching and learning for Phonics. Organise staff training in Read, Write, Inc. Order and make available phonic prompt cards for parents to purchase. All PP children will be given these. Organise phonics curriculum workshop for parents.</p> | <p>Phonics tracking. Observations. Attendance at curriculum event.</p> | 1, 5, 7 |
| <p>Organise training and provide materials to support high quality maths teaching.</p> | <p>Mastery approach ensures high expectations for all learners and includes a steady progression through the stages of learning, leading to higher attainment levels. Pupil and teacher feedback. Performance tracking.</p> | 5,7 |
| <p>Organise and plan for Maths intervention to ensure PP children make good progress.</p> | <p>Gaps in learning are reduced, improved performance outcomes. Provision maps.</p> | 5,7 |
| <p>Appoint a Pupil Premium Champion from the Leadership Team for each child eligible for Pupil Premium Funding.</p> | <p>Meetings take place with the Pupil Premium Champion, class teacher and parents of each child eligible for PP Funding three times a year. Links are strengthened between parents, school and PP children so we all have a shared understanding and are able to support. Gaps in learning are reduced, improved test outcomes.</p> | 1-7 |
| <p>Teacher/TA Advocates will be organised to encourage, support and nurture all children in receipt of PP Funding. Weekly contact to</p> | <p>Reports from advocates and pupil voice.</p> | 1-7 |

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| be made and maintained. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Organise: <ul style="list-style-type: none"> • Change 4 Life Club • Lunchtime sporting activities • Extend instrumental tuition in Years 3 and 4. • Extend swimming provision in Years 3 and 4. • Pay for educational trips and subsidise residential visits and other school activities. • Fund children to access chargeable extra-curricular activities and out-of-school clubs in the community. • Provide school uniform and other learning resources. • Class teachers to provide summer support packs to promote continued learning over the summer break. • Outdoor learning provision. • Books to be given to each PP child at the end of each term. | Pupil voice. All children go on all trips. Club participation records. Swimming data. | 1-7 |
| Review and extend the provision for before and after-school care. Identify pupils who will benefit from the provision. | Attendance register for wrap around care. Pupil and parent voice. | 3,4 |
| Provide additional lunch time supervisor cover. | Break time and lunchtime nurture supports children's development of positive social behaviours, ability to work collaboratively. Record of children targeted for lunchtime support. | 4 |
| Arrange Emotional Literacy Support Assistant (ELSA) training for Nurture Lead. | CPD record. | 4, 7 |

How will we evaluate the use our funding?

Any decisions about how to spend our Pupil Premium are based on the analysis of performance information. Pupils who are eligible for the Pupil Premium are identified on our school tracking system. This allows us to filter information relating to their attainment and progress throughout the year. This data informs our Provision Mapping; it is reported to the Headteacher and Inclusion Manager by class teachers and is published in the Headteachers' Termly Report to governors. Three termly cycles of intervention take place each year, and data is monitored and evaluated at the beginning and end of each cycle to ensure that all pupils eligible for PP funding are making progress and, if not, why not and the action we will take in response.

When evaluating the achievement of pupils in relation to our spending of the Pupil Premium, we consider:

- How well gaps are narrowing between the performances of different groups of pupils in the school and compared to all pupils nationally.
- How well pupils make progress relative to their starting points.
- How successfully the barriers have been overcome
- Pupil voice, confidence and engagement with learning and wider school activities.

Part B: Review of outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The 2020-21 Pupil Premium Strategy was reviewed under the leadership of the exiting Headteacher. The majority of targets were fully achieved and where this was not possible, actions have been brought forward into the current plan.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 results.

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 |
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