

Pupil Premium Strategy Report

Bloxham CE Primary School

2023– 2026

Report: September 2023

Future Report: September 2024



Be . Build . Become

OUR CHRISTIAN VISION

Our vision for Bloxham CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Bloxham CE Primary School will be a centre for learning where adults and children:

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Bloxham CE Primary School strives to be an inclusive community where children grow, learn, and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils.

Our motto, Be . Build . Become,

will be supported by a Bible verse 9 from Joshua chapter 1:

“Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”

THE PUPIL PREMIUM STRATEGY 2023-2026

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 2023-2024 academic year we will continue to use the PP to improve the attainment of our disadvantaged pupils.

School overview

Detail	Data 2023-2024	Data 2024 - 2025
School name	Bloxham Church of England Primary School	
Number of pupils in school	373	
Number of pupils eligible for Pupil Premium Funding	65	
Proportion (%) of pupil premium eligible pupils	16%	
Pupil Premium Grant Funding: Rec – Year 6 pupils recorded as Ever – 6 free school meals Children We Care For:	4	
Service children	4	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026	
Date this statement was published		
Date on which it will be reviewed		

Statement authorised by	Headteacher, Vice Chair, Governors and Inclusion Manager	
Pupil premium lead	Sarah Marshall, Louise Thomas	
Governor	Gill Barnes	

Funding overview

Detail	Amount 2023-2024	Amount 2024-2025
Pupil premium funding allocation this academic year	£94,395	
Recovery premium funding allocation this academic year	£9,425	
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	£103,820	

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	ATTENDANCE: Disadvantaged children have lower attendance than that of non-disadvantaged pupils and it is lower than the school target of 96%. Absenteeism is negatively impacting disadvantaged pupils' progress.
2	CULTURAL CAPITAL: A high proportion of disadvantaged pupils have limited enrichment opportunities outside of school and they are less likely to attend school-run clubs. Their limited experiences have a negative impact on their ability to make personal links to their learning, e.g. to what they are reading. There is also an effect on related skills such as physical fitness, social skills and communication.
3	PHONICS: Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. As a consequence, disadvantaged pupils often perform less well in reading; they might have a limited vocabulary, low reading stamina and less access to quality reading books.
4	EARLY YEARS: Assessments, observations and interaction with children in EYFS upon arrival indicate lower starting points in some children from disadvantaged backgrounds. Weak language and communication skills as well as vocabulary gaps and speech and language issues are common. Some children come with minimal or no early years' education.
5.	CHILDREN'S MENTAL HEALTH: Emotional regulation is a challenge for some children from disadvantaged backgrounds. Low attendance for emotional factors has increased since the pandemic / school closures. These findings are supported by national studies.
6.	OVERALL ATTAINMENT AT EACH END OF KEY STAGE: Assessment data shows that our pupil premium children overlap to an extent with our SEND pupils. However, attainment at both end of KS1 and KS2 for our PP children is too low with not enough children meeting the expected standards in core subjects.

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • Attendance overall improves by at least 1% • PA reduces by at least 4% • the attendance gap between disadvantaged pupils and their non- 	

	disadvantaged peers being reduced by 2%.	
2. Disadvantaged pupils have access to a wide range of Cultural Capital experiences in school or through school (for instance, clubs and educational visits).	Disadvantaged pupils are offered a range of enrichment opportunities which provide them with the knowledge and cultural capital they need to succeed in life. Clubs and activities are carefully monitored to check levels of access by PP children, and targeted plans are made if this is below non pp levels	
3. Increased number of pupils passing the Phonics Screening Check	The percentage of pupils passing the phonics screening check is at least in line with national expectations (82%)	
4. More pupils are 'Year 1 ready' after targeted supported in EYFS	<ul style="list-style-type: none"> • Increase in the % pupils meeting ELG in writing • Increase in the % pupils meeting ELG in reading, speaking, listening • Increase in the % pupils meeting ELG in pupils meeting an overall good level of development 	
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in the number of behaviour incidents at all levels • nurture and play therapy are provided for identified children. Parents' surveys show this has had a positive effect on children's mental health and wellbeing. 	
6. Improved English and maths outcomes at all key stages	<p>This will be measured against national assessment information:</p> <ul style="list-style-type: none"> • increase in % pupils meeting ELG in reading and writing • increase in the % of pupils at KS1 meeting ARE in reading handwriting • Achieve FFT targets reading and writing at KS2 Reading, writing and SPaG 	

	<ul style="list-style-type: none"> Achieve above national averages in progress across KS2 in reading and writing (above 0) 	
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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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional RWI resources and training	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 6
SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff and the school nurture team. Nurture staffing costs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	5
Quality first teaching in mixed ability groups is supported through quality CPD in developing teacher's skills at supporting children from disadvantaged backgrounds.	Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015). The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school hours' (page 4)	3, 4, 6

<p>Work with EYFS Adviser to ensure that all children are given the best opportunities from the moment they start at school</p>	<p>Research from the EEF show that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. We recognise that disadvantaged children require support from the beginning of their school life, especially with regard to language development and closing the vocabulary gap. Working with the EYFS Adviser will allow us to accelerate progress in this area.</p>	<p>4</p>
<p>Enhancement of our Maths teaching and curriculum planning in line with the DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access training Review and implement the school’s Calculation Policy.</p>	<p>‘Improving Mathematics in the Early Years and Key Stage 1’ reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds. These are some of their recommendations:</p> <ul style="list-style-type: none"> ● Seize chances to reinforce mathematical vocabulary ● Ensure that children understand ● the links between the manipulatives and the mathematical ideas they represent ● A variety of methods should be used to assess children’s ● mathematical understanding ● EEF Explicit instruction (page 48) refers to a wide array of “teacher-led” approaches, all focused on teacher demonstration followed by guided practice and leading to independent practice. This fits with the new resource Power Maths that we are using. ● Further support from the maths advisor is ongoing. 	<p>6</p>
<p>Enhancement of our English teaching and curriculum planning in line with the DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access English training.</p>	<p>Jane Considine is based on scaffolding writing, using vocabulary banks and a step-by-step approach to “sentence stacking”. The EEF strongly recommends the use of a scaffolding approach as one of the “5 a day” evidence-informed approaches to support all pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p> <p>Cornerstones - The Cornerstones Curriculum is ambitious, concept-driven and knowledge-rich, including over 100 resourced projects from Nursery to Year 6. Built on a sequenced knowledge and skills framework, the curriculum is informed by the latest findings from cognitive science about how children learn best.</p> <p>https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</p>	<p>6</p>

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Specific interventions (Phonics, Speech and Language) delivered by trained TAs; adults reading with young children	EEF Communication and Language Approaches: There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.	3, 4, 6
Quality first and explicit teaching of Times Tables (Times Tables Rockstars)	"Early memorisation" of the multiplication tables was vital to ensure pupils developed a fluency in the maths before tackling more complex subjects at a later stage (STEM learning)	6
Continue to purchase Collins Big Cat reading books (fully decodable books aligned to our Phonics scheme of work) Use rich quality texts to support children's vocabulary and writing.	The use of high-quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers (CLPE)	3, 6

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Officer in place to embed the new attendance policy and to implement principles of good practice set out in the DfE's advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1
<p>Wider Curriculum offer supports pupil's in developing broader knowledge and skills, developing cultural capital. Examples include: +• Subsidising educational visits • Peripatetic music teaching • After school clubs and activities • Visits to art galleries</p>	<p>It is important that all of our pupils have the same opportunities to learn outside of the national curriculum. EEF evidence: those who participate in the arts can make 3 months' extra progress. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) What does Ofsted mean by cultural capital? (tes.com)</p>	All
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All
<p>ELSA – ongoing supervision commissioned through the Educational Psychology service</p>	<p>Emotional literacy support assistant (ELSA) in place - 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)</p>	1, 5
<p>Play therapist to be employed to work with families with significant challenges.</p>	<p>Observations of children, reports and records of sessions. Strengths and Difficulties questionnaire completed by staff and parents at beginning and end (SDQ). https://www.sdqinfo.org/</p>	5
<p>Team Teach trainers employed by school (current staff trained) to train all key staff in approaches</p>	<p>Training for all key staff in positive behaviour management https://www.teamteach.co.uk/</p>	1, 5
<p>Provide additional lunch time supervisor cover.</p>	<p>Break time and lunchtime nurture supports children's development of positive social behaviours, ability to work collaboratively. Record of children targeted for lunchtime support.</p>	5

<p>Pay for educational trips and subsidise residential visits and other school activities.</p> <ul style="list-style-type: none"> • Fund children to access chargeable extra-curricular activities and out-of-school clubs in the community. 	<p>Pupil voice. All children go on all trips.</p>	<p>2, 5</p>
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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 Headteacher's 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 academic year.

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