

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bloxwich Academy Primary
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S.Shepherd
Pupil premium lead	S.Shepherd
Governor / Trustee lead	Dame M Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 299,935.00
Recovery premium funding allocation this academic year	£ 32,335.00
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	£332,270.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We intend for our disadvantaged pupils at Bloxwich Academy Primary School, of whom some have SEND, to make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning through targeted intervention. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs.

We will provide an intensive pastoral support service for pupils and parents, to increase attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Bloxwich Academy Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, in order to develop good self-esteem and well-being, which will positively impact on their academic achievement.

Demography and School Context

Bloxwich Academy Primary is a community school located in Birchills/Leamore area in the borough of Walsall, in the West Midlands. The primary site is a two form entry with 423 pupils.

The English Indices of Deprivation 2019 (IoD2019), produced by the Ministry of Housing, Communities and Local Government (MHCLG), identify small areas of England which are experiencing multiple aspects of deprivation. This makes them an important tool for identifying and understanding deprived areas, and for targeting resources effectively. The most recent figures were released in September 2019.

Neighbourhood-level deprivation Within Walsall, there is considerable variation in the levels of deprivation experienced in neighbourhoods across the borough. There are pockets of extreme deprivation in some areas and over a quarter of neighbourhoods (44 of 167) are amongst the most deprived 10% in England. The most highly deprived Lower-layer Super Output Areas (LSOA) are located primarily in Blakenall, Birchills Leamore, Pleck, St Matthew's and Bloxwich East and West wards. Darlaston and Willenhall South also have very widespread multiple deprivation. Bloxwich Academy is situated in the second worst deprived neighbourhood in Walsall, Birchills Leamore. Living in Walsall is one of the most deprived local authorities in England. There has been a significant fall since 2015 when it was 118th and only in the 37% most deprived now it's ranked 68 puts Walsall in the most deprived 22% of local authorities in England. Walsall also ranks in the worst 17% of local authorities for health and worst 30% for crime.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision, as a trust, that we consider making for this group include the following:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- Use of the School led tutors
- Additional teaching and learning opportunities provided through trained TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- To allow the children to learn a musical instrument and to sing in a choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Bloxwich values and thus enhance learning.
- Use of catch – up premium funding to subsidise government catch up programmes and for provided extra support.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require throughout the academic year.

Challenges

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

Challenge	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent behaviour difficulties.
4	Attendance and Punctuality issues.
5	Chaotic family lives and Social Service involvement
	Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged – education is a low priority for some of these families.
6	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health, in addition to being disadvantaged.
8	Limited life experiences and opportunities to join in enrichment opportunities.
9	Due to pandemic impacted progress and attainment pupils further behind in terms of reaching ARE

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95% To give all pupils the best chance to be fully prepared and successful in their next stages of learning.

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: £252,766.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Support</i></p> <p><i>EYFS TA SEND</i></p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist</p>	1,2,7
<p><i>Reception extra EYFS TA</i></p> <p><i>Additional/catch up teachers (per cohort)</i></p>	<p>On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band with 43% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Most children working within 16-26/22-36 month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's.</p> <p>High % of pupils arrive at Bloxwich below ARE and across the whole school the pupils require smaller group</p>	1,2,6,9

	<p>teaching to target and plug the gaps, which have been made even larger due to the pandemic. Hence, as much as possible we are facilitating a three-way split in each cohort. The additional teaching staff sees progress accelerated in KS2 where. Disadvantaged Children's results outperform 'Others.'</p> <p>In order for MLT to be released weekly and for all subject leaders to be released once a term.</p> <p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team using the SENDCo to deal with a 30% increase in Social Services involvement.</p>	
<i>Staff CPD</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the FFT Lightning speed & reciprocal reading programme, NELI project, Deepening understanding and mastery Maths programme, Curriculum maestro & accelerated reader. All staff to lead effectively are released every half term.	1,2,3,4,5,9
<i>Specialist music teacher</i> 35 weeks	Every child has the right to learn to play an instrument, which we facilitate with a providing each child in Y4 & Y5 with an instrument each.	3,5,6,7,9,

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

Budgeted cost: £28,635.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School led tutors for two terms Spring and summer</i> <i>(£25 per hour x 15 hours = £375 x 7 tutors = £2625)</i> <i>This will run over four half terms</i></p>	<p>There has been no reported data since July 2019. All data has been generated internally within school using formative TA and summative assessment papers.</p> <p>The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2020, 2021 & 2022. Based on TA as there have</p>	1,2,6,9,

<p><i>Easter school for Y6</i> <i>For one week</i></p>	<p>been reported data since July 2019, our current KS1 cohort are 35% of pupils achieved the combined standard, compared to 63% of the school's KS1 cohort in 2019, and 73% of pupils nationally in 2019. In KS2, it has the same headline with attainment measure (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2020, 2021 & 2022.. Only 40% of pupils achieved the combined standard, compared to 45% of the school's KS2 cohort in 2019, and 65% of pupils nationally in 2019.</p> <p>SATs catch-up Easter school. 5 tutors on a ratio of 1:12</p>	<p>4,6,9</p>
<p><i>FFT National Lightning speed – KS1 & reading intervention</i></p>	<p>FFT's Tutoring with the Lightning Squad has been approved as a Tuition Partner by the National Tutoring Programme to provide reading tutoring for primary school pupils in all regions in England. 70% of the tutoring cost is subsidised by the National Tutoring Programme with schools paying the remaining 30%.</p>	<p>1,2,7,9,</p>
<p><i>NELI project - Nuffield Early Language Intervention</i></p>	<p>The Department for Education worked with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This was funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 'catch-up' package announced in June 2020</p>	<p>1,2,3,7,9</p>
<p><i>Reciprocal Reading</i></p>	<p>The DfE Accelerator Fund, administered by the Education Endowment Fund (EEF), is supporting schools to help children catch up with their learning, in a number of key areas. FFT's Reciprocal Reading has been identified as a 'promising project' and schools can apply for a heavily subsidised place on our training to enable them to run a reciprocal reading project in Years 5 & 6.</p>	<p>1,2,3,7,9,</p>
<p><i>Times Table Rockstars</i></p>	<p>Our pupils are below in maths and timetables are instrumental to solving all problems in maths. Therefore, huge improvements in engagement since implementing Times Tables Rock Stars.has been seen.</p>	<p>2,6 7,9,</p>

<i>Twinkl - Early Bird Maths</i>	Trying to be in the top 5% of schools in the country for is our challenge – it is an effective & essential part of learning and engagement.	
<i>IDL –reading and maths catch –up programme</i> <i>iPad cases and iPad equipment</i>	For out pupils the IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution.	2,6,7,9,
<i>EY Resourcing to meet the needs of the new EY Curriculum</i>	Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with exactly 51% achieving GLD. Foundation stage attainment is therefore consistently well below national (72% in 2019). ***These figures reflect the fact that many children join Bloxwich with very low levels of development.	1,2,5,6,7,9,
<i>EYFS / KS1/KS2</i> <i>Reading Books to ensure the books link to RWI and accelerate reading</i>	An audit by the Reading leads was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books to support the EEF research.	1,2,5,6,7,9,
<i>Testbase</i>	Invaluable resource for teachers to use as a searchable bank containing over 12,500 SATs and other high-quality test questions and teaching resources for KS1-KS2 all mapped to the national curriculum. Testbase is also a very informative assessment tool for teachers to use to identify and plug the gaps to use in lessons and booster sessions.	6,7,9,

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

Budgeted cost: £77,615,32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National School Breakfast Programme.</i></p>	<p>Food deprivation is high in Bloxwich and even more so since the Pandemic and parents are very reliant on donated food, which kept them going through lockdown which kept spirits high on the estate as nobody went hungry. Research shows hungry children do not perform as well. It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>All participating schools will receive a 100% subsidy for breakfast club provision until the end of July 2022. The subsidy will then be reduced to 75%, allowing schools to contribute 25% from other funding streams. All pupils in participating schools are to be offered breakfast supplies at no cost to them or their parents.</p>	<p>3,4,5,6,7,9</p>
<p><i>Pastoral Manager /family support worker</i> <i>To lead the nurture and Behaviour programmes in school / to stop issues before they start</i></p>	<p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers, which will affect learning. More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. However, existing interventions have had an impact on behaviour incidents and have been PP 20% compared to 11% This is an improvement on the previous year's figures.</p>	<p>3,4,5,6,9</p>
<p><i>Lunchtime activities to provide high quality games and activities to engage pupils through KITS academy</i></p>	<p>Social interaction with their peers really important due to lack of face to face since the pandemic. High level of aggressive outbursts occurring during unstructured time, therefore organised activity key to lower these incidents.</p>	<p>3,8,9</p>

	<p>3 years old. Children learn about what happens to their bodies if they are hurt and how they would be treated by a grown up. Children meet Freddie who knows how to ring 999 when Mummy is poorly and also knows his address. They also learn about safe eating practices and read together the special storybooks. Kids classes (7-11) children and young people to learn basic and lifesaving first aid in an engaging way. By primary school age, children are starting to become a little more independent and can understand basic and emergency first aid. Sessions cover: Casualty assessment & CPR, choking, bumps</p> <p>The hands-on approach involves plenty of practical and fun activities to keep the children engaged in learning first aid to treat; burns, breaks & bleeding.</p>	
<i>Free school meals</i>	Free school meals service for the last financial year 1/4/21-31/3/22	2,3,4,5,6,7,9
<i>Curriculum provision/Disadvantaged/Send</i>	Resources that are specifically targeted for those disadvantaged pupils that require additional resources to help them overcome the barriers to accessing their learning. This also includes SEND disadvantaged pupils.	1,2,3,4,5,6,7,8,9
<i>Well-being/pastoral resources</i>	Resources that are specifically targeted for those disadvantaged pupils that require additional resources to help them overcome barriers to their learning due to physical, mental, social and emotional reasons. This also includes uniform.	1,2,3,4,5,6,7,8,9,

Total Budgeted Cost: 359,016.32

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	