

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 academic year 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	429 (24 nursery)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	S. Shepherd
Pupil premium lead	S. Shepherd
Governor / Trustee lead	L. Draycott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,630
Recovery premium funding allocation this academic year	£34,800
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	£364,430

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 identified 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, that 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 mean 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 429 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 differs 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. 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. It is now ranked 68th and places 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/Booster' Teacher to each Year Group - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Increase leadership capacity to provide support for all stakeholders and provide early interventions for pupils and families, targeting attendance and behaviour
- 1-1 support
- Rewards and incentives to improve and sustain attendance
- 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 residential. 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 - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Pupils lack independence, resilience and confidence to access learning.
4	Attendance and Punctuality issues Some pupils have poor attendance for varying reasons e.g. health issues, which impacts upon attainment. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 1.3% lower than for non-disadvantaged pupils with persistent absence.
5	More frequent behaviour difficulties
6	Chaotic family lives and Social Service involvement
7	Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged – education is a low priority for some of these families.
8	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.
9	School is located in an area of high deprivation and this often results in a limited wider experience that our children have access to and lack of opportunities to join in enrichment opportunities.
10	Due to pandemic impacted progress and attainment pupils further behind in terms of reaching ARE. The attainment and progress of many of our disadvantaged pupils has been impacted by partial school closures over recent years 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The following of our broad, balanced, challenging and enriched curriculum enables the pupils to be exposed to and learn new vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book trawls and ongoing formative assessment.
<p>Reading: Progress in Reading</p> <p>Attainment – among disadvantaged pupils.</p>	<p>Achieve above national average progress scores in KS2 Reading</p> <p>KS2 reading outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard.</p>
<p>Mathematics Progress in Mathematics</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Achieve above national average progress scores in KS2 Maths</p> <p>KS2 maths outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard.</p>
<p>Writing Progress in Writing</p> <p>Improved writing attainment for disadvantaged pupils at the end of KS2</p>	<p>Achieve above national average progress scores in KS2 Writing</p> <p>KS2 writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard.</p>
<p>Phonics</p>	<p>Achieve above national average expected standard in PSC for more than 65% meet the expected of disadvantaged pupils.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>To continue to sustain high levels of wellbeing as demonstrated in 2021/22 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Ensure attendance of disadvantaged pupils is above 95%</p> <p>Close the gap between disadvantaged pupils and their non-disadvantaged peers is 1.3% reduce this to 1%.</p> <p>Reduce the percentage of all pupils who are persistently absent will be 31% to 10% and the figure for disadvantaged pupils will be no more than 15%.</p> <p>To give all pupils the best chance to be fully prepared and successful in their next stages of learning.</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: £247,222.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Support</i></p> <p><i>EYFS TAs 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 speech 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>	1,2,6,7,8,10
<p><i>Reception extra EYFS TA</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 a 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,</p>	<p>1,2,7,8,6,9,10</p> <p>1,2,7,8,6,9,10</p>

<p><i>Additional/catch up teachers (per cohort)</i></p> <p><i>Appointment of AHT Inclusion</i></p> <p><i>AHT behaviour</i></p>	<p>despite making accelerated progress, do not meet the required end of year ELG's. High % of pupils arrive at Bloxwich below ARE and across the whole school the pupils require smaller group 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 see progress accelerated in EYFS, KS1, and 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 Safeguarding, attendance and behaviour 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. Increased capacity of appointing AHT Inclusion SEND and AHT Behaviour & Personal Attitudes</p>	<p>3, 5,6, 8</p>
<p><i>Staff CPD</i></p>	<p>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.</p>	<p>1,2,3,4,5,9</p>
<p><i>Black Country Oracy Project - To develop speaking and listening skills across the school including a focus on greater oracy within the curriculum.</i></p>	<p>An Oracy lead (NPQLL) has been appointed to create a well-structured, sequenced and progressive curriculum and put in place. It is used by all teaching staff.</p> <p>Monitoring of lesson visits and pupil discussion evidences high quality classroom discussion takes place.</p>	<p>1,2,7,8,10</p>
<p><i>Maths coordinator and other senior management staff model high quality maths teaching and curriculum planning in line with the DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins,</i></p>	<p>All teaching staff are confident in the delivery and planning of their maths curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p>	<p>1,2,7,8,10</p>

<i>book trawls, data analysis and team teaching to support new staff.</i>		
<i>Literacy coordinator and other senior management staff model high quality reading and writing teaching and curriculum planning in line with the DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff.</i>	All teaching staff are confident in the delivery and planning of their reading and writing curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.	1,2,7,8,10
<i>Improve the quality of social and emotional (SEL) learning.SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i>	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):	1, 3, 9,2,4, 6, 5
<i>All TAs will attend fortnightly Professional Development Meetings. Year Leads and subject coordinators to attend high quality training courses and then disseminate to all staff High quality and relevant INSET to be delivered to all staff using visiting speakers Read Write Inc training will be provided for all new staff and there will be one development days for all staff</i>	All teaching staff are confident in the delivery and planning of their curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.	1,2,3,7,8,10
<i>A member of staff with a TLR & responsibility for Computing to lead on the effective use of the new Laptops, tablets and charger units for all classes across school to enhance the delivery of the curriculum and enable key ICT skills to be developed.</i>	The use of digital technology will enhance the curriculum offer across school and enable pupils to develop their skills and apply these in a wide range of contexts and for different purposes. Addressing the digital divide for disadvantaged pupils will give them greater opportunities	1,2,3,4,7,8,9, 10

<i>Specialist music teacher 35 weeks</i>	Every child has the right to learn to play an instrument, which we facilitate with providing each child in Y4 & Y5 with an instrument.	3,5,6,7,9,
<i>Progressive sports coach every Friday to target the persistent absent pupils.</i>	From the attendance analysis done, patterns can be seen on certain days of non-attenders. In particular there is a high % of PAs in the boys in Y4 & 6 on a Friday. Therefore, we are using an external provider to offer more appealing alternative extracurricular after school, lunchtime and G2BG time on a Friday to increase attendance.	4, 9

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

Budgeted cost: £59,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led tutors for two terms Spring and summer (£25 per hour x 15 hours = £375 x 7 tutors = £2625) This will run over four half terms</i>	Summative data from July 2022 shows that we still have significant no. of pupils below ARE compared to national in KS1 and KS2. There is also a significant difference between performance non-PP and PP pupils. The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) indicates that the pandemic has still impacted considerably on outcomes, especially 2021 & 2022. KS1 summative and TA (moderated 2022) data for cohort 2022, showed our pupils achieved considerably below national in R,W,M and combined. In KS2, it has the same headline with attainment measure for combine with the Y6 pupils being 4% below national for combined and in writing. Still a gap between non-PP and PP.	1,2,7,9, 10
<i>Easter school for Y6 For one week</i>	SATs catch-up Easter school. 5 tutors on a ratio of 1:12	4,6,9
<i>Y6 Boosters tuition – school led</i>	Three times a week after school staff delivering booster sessions to targeted pupil PP, SEND, HA, PA groups to maximise progress and to improve % of these pupils achieving expected ARE.	3,4,6,8,10

<p><i>Persistently Absent Pupils/Catch-up pupils - Blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who pupils who are persistently absent through targeted strategies and support. The appointment of an Attendance Officer (Walsall LA) /AHT inclusion & AHT Behaviour will enable attendance to be a key focus daily in school and for this to be monitored with rigour.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups. TAs and other staff will be deployed to provide extra support and intervention groups for targeted pupils: Attendance Officer and AHT Inclusion daily address attendance and foster links with parents. Two members of staff deployed daily to monitor registers, make phone calls and home visits to chase up absences. Follow up phone calls with parents to establish any underlying issues that are impacting on attendance-these are then monitored with other key staff to ensure all pupils in school are attending daily. Paper work completed for extended absences and children missing in education. Regular meetings with Attendance officer to discuss with AHT Inclusion & AHT Behaviour and implement strategies for persistent absentees. Introduce a range of rewards for good attendance – individual and class. Liaison with parents and translations– at parent meetings, start/end of the day, via phone, e-mail or in person. To monitor attendance daily and respond with a range of measures to reduce absences to develop home / school links to positively impact on attendance of all pupils</p>	<p>4 2,5,7,9,10</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>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 2 terms. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	
<p><i>Pearson tutoring online for Y6</i></p>	<p>Targeted Year 6 (30) pupils twice a week access the Pearson online tutoring in maths, reading and writing with personal online 10 tutors with a ratio of 1:3 pupils</p>	<p>7,10,3</p>
<p><i>Improve speech, language and communication skills. Pupils identified and</i></p>	<p>Small group tuition: Introducing targeted speech and language teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs.</p>	<p>1,2,3,4,8</p>

<i>targeted for weekly one to one/ small group interventions</i>		
<i>NELI project - Nuffield Early Language Intervention</i>	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	1,2,3,7,9
<i>Reciprocal Reading</i>	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.	1,2,3,7,9,
<i>Times Table Rockstars</i> <i>Twinkl - Early Bird Maths</i>	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. 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.	2,6 7,9,
<i>IDL –reading and maths catch –up programme iPad cases and iPad equipment</i>	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 2022, with exactly 55% achieving GLD. Foundation stage attainment is therefore consistently well below national (65%). 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 Reading Books to ensure the books link to RWI and</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>Accelerated Reading</i>		
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,2,3,4,8,10
<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: £57,407.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National School Breakfast Programme.</i>	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. As a school in its second year of participation we will receive a 75% subsidy for breakfast club provision until the end of July 2023. The subsidy by the school is 25%. All pupils in participating schools are to be offered breakfast supplies at no cost to them or their parents.	3,4,5,6,9
<i>AHT Behaviour To lead the nurture and Behaviour programmes in school</i>	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	3,4,5,6,7,8,9

/ to stop issues before they start	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.	
<i>To embed and enhance the school wide philosophy around behaviour and attitudes.</i>	Appointment of AHT Inclusion & Personal Attitudes to work with all stakeholders to develop, implement and embed the positive approach & culture around behaviour and attitudes to learning. Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships in school and the community.	3,4,5,6,9
<i>To enhance play opportunities for all children at lunchtimes through using external providers and delivering CPD for lunchtime supervisors and pupil lunchtime helpers - provide high quality games and activities to engage pupils.</i>	Social interaction with their peers is really important in a structured and organised manner. High level of aggressive outbursts occurring during unstructured time, therefore organised activity key to lower these incidents. AHT Behaviour & PE CO will coordinate the organisation of activities to increase the enhancement of play during unstructured times and the resources needed for children at lunchtime. This will have a positive impact on behaviour/attitudes and the experience of all pupils at lunchtime. Research shows that this then will positively impact on learning each day also.	3,4,5,8,9
<i>Attendance officer/AHT Inclusion & AHT Behaviour - To improve attendance for all pupils but in particular the attendance of pupils who are persistently absent through targeted strategies and support. The appointment of an Attendance Officer will enable attendance to be a key focus daily in school and for this to be monitored with rigour.</i>	Attendance and Punctuality issues. Weekly meeting and home visits are made. Attendance figures are currently low for Pupil Premium pupils and we would like to improve this. Plus, higher percentage of PP pupils are late to school than non-Pupil Premium pupils. Pick up minibus service for PA pupils and late pupils. Attendance demonstrates that there is a reduction in persistent absence for these targeted groups. Attendance: Use of an Attendance officer and AHT Inclusion & AHT behaviour daily to improve attendance and foster links with parents. Two members of staff deployed daily to monitor registers, make phone calls and home visits to chase up absences. Follow up phone calls with parents to establish any underlying issues that are impacting on attendance- these are then monitored with other key staff to ensure all pupils in school are attending daily. Paperwork completed for extended absences and children missing in education. Regular meetings with AO to discuss and implement strategies for persistent absentees and follow the attendance action plan. Introduce a range of rewards for good & most improved attendance – individual, class, family.	4,5,6,9,10

	<p>Liaison with parents and contracts made (as required)– at parent meetings, start/end of the day, via phone, e-mail or in person.</p> <p>To monitor attendance daily and respond with a range of measures to reduce absences</p> <p>To develop home / school links to positively impact on attendance of all pupils</p>	
<p><i>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</i></p> <p><i>Residential costs and enrichment activities</i></p>	<p>For over 90% of our pupils the only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. We build up their experiences over the years at school. We believe it is crucial in their social and emotional development. All pupils are able to access residential trips in KS2:</p> <p>Y3 go for a one-night stay at Woodlands outdoor Centre; Y4 go for a 2 -night stay at Woodlands outdoor centre; Y5 go for a three-night stay at Woodlands outdoor centre; Y6 go on a four-night stay to Bryntysilio outdoor education centre in Wales.</p> <p>In all year groups all school visits/trips are funded for all year groups and only occasionally are voluntary contributions asked for.</p> <p>Bagel breakfast club available to help support the attendance of pupils who are persistently absent.</p> <p>Readiness to learn: Continued development of a bagel breakfast club to provide pupils with a nutritious breakfast and exercise before school.</p> <p>Kitchen staff and non- teaching staff will facilitate daily bagel club where pupils can access healthy food and a range of activities prior to school starting (free to all pupils).</p> <p>All EYFS & KS1 children will have daily access to free snacks at break (fruit and veg)</p> <p>All pupils have equal access to a wide range of free extra-curricular experiences and enrichment opportunities. PE coordinator will organise and facilitate an extensive programme of clubs (free to PP) and activities during and after the school day and during holiday time.</p> <p>Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p> <p>Two members of staff will be trained to deliver a forest school programme for specific targeted children.</p> <p>The daily experience of a PP child in school will be enhanced through the provision of free school uniform, water bottle and book bag. Access to quality books through our school library, accelerated and the annual book festival.</p>	<p>1,2,3,6,5,7,8,9,10</p>
<p><i>Y6 leadership training</i></p>	<p>Course targeted at giving Y6 pupil leadership / motivational skills and aspirations for the future</p>	<p>3,4,5,6,7,8,9,10</p>

<i>Mental health day – express yourself t-shirts</i>	Mental health and well-being day (building on the success from last year) is important for the children to express themselves in various ways. The children given the opportunity to freely mix with children throughout the school.	5,6,7,3,9,10
<i>Music – brass and woodwind instruments</i>	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. This will be extended to percussion and further instruments Y3 and Y6. The school is going to give the opportunity for the pupils to play in a school band.	1,3,8,9,
<i>First aid – whole school mini aid workshops X7 Early Years workshops</i>	Children taught to look after themselves which is vitally important after the experiences they have faced. Children of all ages know what to do in an emergency. For our pupil's vital functional life skills. Course content is covered appropriately for the age and ability of the child and most importantly, teaching them in an innovative, memorable and fun. Early Years classes are for children from as young as 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 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.	5,7,8,9
<i>Free school meals</i>	Free school meals service for the last financial year	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
<i>Contingency fund for acute issues.</i>	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.	1-10

Total budgeted cost: £ 364,430.00

Part B: Review of outcomes in the previous academic year

How will the school measure the impact of Pupil Premium Funding?

- FFT assessment tools are used by class teachers & SLT to measure attainment and progress at HLAF termly intervals through the year
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SMT.
- Pupil Progress meetings are held between class teachers and SMT to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the Attendance Officer & SLT and
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for the Parent forum and Trust board meetings.
- Designated staff member in charge: Sue Shepherd (Head Teacher)
- Monitoring, assessment and tracking: Caroline Snape (Deputy Head), Kate Martin (AHT Inclusion & SEND)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments and FFT analysis during 2021/22 show that the performance of KS2 disadvantaged pupils (pupil premium) was higher than that of Non-disadvantaged pupils in reading and maths, combined (R, W, M) but lower in writing.

Year 6 2022 ARE+				2019 last reported data Difference			Comparison 2019 v 2022	
	PP	Non-PP	Gap	PP	Non-PP	GAP	PP	Non-PP
R W M	55%	62%	-7%	33%	33%	0	+22%	+29%
R	85%	81%	+4%	36%	33%	+3%	+49%	+48%
W	58%	62%	-4%	70%	57%	+13%	+12%	+5%
M	79%	77%	+2%	48%	62%	-14%	+31%	+15%

The actual attainment of the disadvantaged (pupil premium) pupils has risen considerably, showing the impact of the PP Strategies being used, in particular in reading, and maths. The gap in writing has closed slightly but there is still a gap of 7%, unlike in reading and maths where the PP pupils exceed the non - PP by +4% & +2% respectively. The writing gap between pupil premium and non- pupil premium outcomes is linked to reasons primarily to the ongoing legacy and impact of Covid-19, which disrupted writing nationally the most. This is evidenced further in schools across the country with this having the biggest drop in national standards. It is obvious that school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded targeted strategies and interventions to the degree intended. The gaps in learning and areas of the curriculum not taught due to school closures are still having an impact on current attainment and progress across all year groups. Furthermore, the majority of online learning and available interventions were predominantly more geared towards reading and maths where progress and attainment improved more rapidly.

The comparative data of the previous reported 2019 SATs benchmark to the 2022 reported SATs benchmark, shows very good progress and improved attainment for all the groups, thus indicating that all of the school's strategies & interventions, including

those stated in the Pupil Premium strategy 2021-22, were used effectively with significant improvements being made.

Although overall attendance in 2021/22 was 90.7%, this was lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.3% lower than their peers (PP- 90.1% v Non-PP –91.4%). The strategies being deployed through the implemented PP strategy last year 2021-22, has improved attendance and unlike the previous year, but attendance will still continue to remain a focus of our current plan 2022-23. to sustain the upward trend. The persistent absence was 0.5% (PP- 83.9% v Non-PP– 83.4%) and this gap is lower than in the previous year, with PP pupil's attendance being 0.5% better than that of Non-PP. Our aim is to close the gap altogether between PP and non-PP pupils in attendance and achieve national or above at a whole school level.

Our assessments and observations indicated that some pupil behaviour, wellbeing and mental health was significantly impacted last year, primarily due to the ongoing COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

N/A

Service pupil premium funding (optional)

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

N/A