



Bloxwich Academy
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Pupil Premium Strategy & Report 2023-24

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2023 to 2024 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
Number of pupils in school	Bloxwich Academy Primary - 404
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-27
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S.Shepherd
Pupil premium lead	S. Shepherd
Governor / Trustee lead	Lynsey Draycott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,650
Recovery premium funding allocation this academic year	£33,495
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	£368,145

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.

In line with the EEF research our school pupil premium strategy is founded on the following principles and practices:

- 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.
- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- The approaches adopted should be selected on the basis of strong external evidence. School leaders must consider a broad array of external evidence to inform their decision making, to enhance the expert knowledge they have of the pupils in their care.

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.

Bloxwich Academy Primary is two form entry community school with 433 pupils located in Beechdale/Leamore area in the borough of Walsall, in the West Midlands. Bloxwich Primary being in the top 10% of deprived areas, as identified in the 2021 IDACI scores.

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.

At Bloxwich Primary School we believe in the potential of all of our pupils. We are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and may therefore have different needs. Our aim is to provide support through our Pupil Premium Strategy in order for all children to achieve this goal. There are no glass ceilings for our pupils, we aim to provide bespoke support to enable them to achieve as highly as they are capable – to “Be the Best They Can be!”

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, this includes ensuring progress for all. The EEF state that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. This is at the heart of our approach. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.

The intended impact of high-quality teaching is to close the attainment gap between disadvantaged children and non-disadvantaged children. With quality first teaching the aim is for accelerated progress for the disadvantaged children so that their attainment is sustained alongside the non-disadvantaged.

In light of the recent lockdowns and pandemic, we are providing school led tuition, delivered by school staff, for those disadvantaged/ vulnerable children for whom the impact of the lockdown has been the greatest. This is funded separately.

Our strategy is focused on the challenges and the individual needs of the disadvantaged children. The strategy is focused on robust assessment and research evidence that provides strategies that are proven and that work with our challenges and within our school.

To ensure that our strategy is effective we will:

- ensure that all disadvantaged children are provided with high-quality teaching that challenges the children in all subjects across the curriculum.
- ensure all teachers are aware of the disadvantaged children in their classrooms and are aware of any targeted support for those children, acting early to intervene at the point need is identified
- to ensure that disadvantaged children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of their achievements.

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 enhance and use in their learning in the classroom and beyond.
- 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
- Assessment tools that enable in depth analysis to identify the gaps

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 - We know that children enter our feeder nursery and reception with significant speech deficit. Children subsequently enter KS1 and KS2 with below national average skills. In general, these are more prevalent among our disadvantaged pupils than their peers. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning. 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 – All pupils.
3	Pupils lack independence, resilience and confidence to access learning.
4	Attendance and Punctuality issues Our attendance is below national standards. We have a higher than national average for persistent absence. Our data, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence for this group is also higher. We are keen to improve attendance for vulnerable children in order to close the attendance gap. 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 1.2% lower than for non-disadvantaged pupils with persistent absence.
5	More frequent behaviour difficulties
6	Chaotic family lives and high involvement with Children Services & Social Service
7	Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged – education is a low priority for some of these families. Data analysis at the end of KS1 and KS2 and across school indicate that there is a significant gap between disadvantaged and non-disadvantaged children within reading, maths & writing.
8	Increased numbers of pupils with complex needs , including speech and language, social emotional and mental health, social interaction, poor basic communication, poor working memory, attention difficulties, motor skills, , in addition to being disadvantaged.
9	School is located in an area of high deprivation Our school is located in an area of high social deprivation and this often results in a lack of wider experiences for our children. We are committed to providing these valuable opportunities. (see locality information) 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 in particular ks1 & EYFS – impacting also on poor mental health & well-being. 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. Poor mental health and wellbeing has been a significant impact of the COVID pandemic for all. This is particularly notable for our most disadvantaged children and their families. Poor mental health results in poor attendance, low aspirations and low academic outcomes. As a result our pupils lack independence, resilience and confidence to access learning.
11	We are keen to develop reading for pleasure across the school. Research indicates that this has a significant impact on standards, particularly writing, across the curriculum. There is also research to suggest that reading for pleasure impacts positively and pupil wellbeing.

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. Develop a vocabulary progression document which is explicitly linked to the curriculum LTP. The impact of this will be that the children will be confident and competent in using, understanding and applying key vocabulary.
Reading: Progress in Reading Improved reading attainment among disadvantaged pupils. – among disadvantaged pupils.	Achieve above national average progress scores in KS2 Reading. KS2 reading outcomes in 2023/24 show that more than 65% of disadvantaged pupils. Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The outcome will be rising attainment data for the children.
Mathematics Progress in Mathematics Improved maths attainment for disadvantaged pupils at the end of KS2.	Achieve above national average progress scores in KS2 Math. Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups meet the expected standard. KS2 maths outcomes in 2023/24 show that more than 65% of disadvantaged pupils meet the expected standard.

<p>Writing Progress in Writing Improved writing attainment for disadvantaged pupils at the end of KS2</p>	<p>Achieve above national average progress scores in KS2 Writing. KS2 writing outcomes in 2023/24 show that more than 65% of disadvantaged pupils meet the expected standard. Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups meet the expected standard.</p>
<p>Phonics</p>	<p>Achieve above national average expected standard in PSC and for more than 65% of disadvantaged pupils to meet the expected standard.</p>
<p>Reception baseline</p>	<p>For reception cohort to achieve higher % ARE, than that in 2022-23 in all seven areas of learning.</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 2022/23 demonstrated by: qualitative data from student voice, student and parent/carer surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>The school will provide a wellbeing offer that improves the children's strategies, esteem and resilience in school and home life.</p> <p>This will be evidenced in :</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations, moodtracker. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Ensure attendance of disadvantaged pupils is above 95%. Close the % attendance gap between disadvantaged pupils and their non-disadvantaged peers from 2022/23.</p> <p>Reduce the percentage of all pupils who are persistently absent will be more in line with the national % and the figure for disadvantaged pupils will be no more than 3-5% from pupils who are not PP. To give all pupils the best chance to be fully prepared and successful in their next stages of their learning. Through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support given.</p> <p>The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 95%.</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: ££220,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Support</i>	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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2,6,7,8,10
<i>TAs SEND</i>	Higher than average numbers of children access SALT in Reception – 68% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.	1-11
<i>Reception booster teacher</i>	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,7,8,6,9,10
<i>Additional/catch up teachers (per cohort Y1-6) – 3 teacher model</i>	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.' In order for MLT to be released weekly and for all subject leaders to be released once a term. Research from the EEF indicates an impact of + two months for smaller class sizes. https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap	1-11

<p><i>Staff CPD - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</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, Deepening understanding and mastery Maths programme, Curriculum maestro & accelerated reader. All staff to lead effectively are released every half term. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,2,3,4,5,9</p>
<p><i>Ensure that pupils have access to quality first teaching at all points of the school day.</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</p>	
<p><i>Provide whole school CPD for every member of staff to ensure a whole school focus on high quality teaching and learning. The intended impact is to raise standards in all areas of the curriculum. All TAs will attend weekly CPD</i></p>	<p>Improving the quality of teaching and having an 'outstanding' teacher in every classroom. All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged. This will impact upon attainment and progress for all pupils across school. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
<p><i>Staff CPD offer is driven by the SIP</i></p>	<p>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.</p>	
<p><i>Release time for Year Leads and subject coordinators to attend high quality training courses and then disseminate to all staff (inc.. ECTs)</i></p>	<p>https://educationendowmentfoundation.org.uk/news/eeef-blog-the-impact-of-teaching-assistants-a-holistic-picture https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain?utm_source=/projects-and-evaluation/projects/retain&utm_medium=search&utm_campaign=site_search&search_term=cpd</p>	
<p><i>High quality and relevant INSET to be delivered to all staff using visiting speakers</i></p>	<p>All non-teaching and 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</p>	<p>1,2,3,7,8,10</p>
	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-</p>	<p>1,2,3,4,5,6,7,8,9,10</p>

<p><i>Mentoring and coaching for teachers in particular ECT teachers – again with the advantage of 3 teacher model</i></p> <p><i>All TAs attend fortnightly Professional Development Meetings.</i></p> <p><i>Induction for new staff – release time to give required CPD and individual meetings with core subject leads/year leads and required senior leadership.</i></p>	<p>Development-Guidance-Report.pdf?v=1703206902</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>Mentoring and coaching is an important source of support, particularly for early career teachers. Effective strategies used when developing this approach – team teaching/ mentoring and coaching from middle leadership.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377</p> <p>https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching - Key Takeaways.pdf</p> <p>RWI delivered fortnightly by Phonics lead. Read Write Inc training will be provided for all new staff and there will be one development days for all Staff. Ensures consistent approach to all areas of curriculum delivery and understanding of the systems and processes being used in school. Transition meeting with Year leads, pastoral lead, safeguarding lead enables all information about individual pupils to be shared and the required approaches used.</p>	
<p><i>Allocated AHT behaviour AHT Inclusion & SEND</i></p> <p><i>Attendance Lead (non-class based)</i></p> <p><i>LA Attendance Officer 39 weeks X 5 hours</i></p>	<p>Safeguarding, attendance and behaviour is paramount in our school. Last year our safeguarding team had a 45% increase in Social Services involvement. Therefore, non-class based time for AHT Inclusion SEND and AHT Behaviour & Personal Attitudes is vital. Ambition and aspirations for pupils being a key driver for attendance and making school worthwhile and meaningful.</p> <p>Attendance is ongoing daily with a weekly meeting with the LA AO. We will be appointing our own AO this academic year.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1704458511</p>	<p>4,6,7,9,10</p>

<p><i>Recruitment and retention of teaching staff - providing cover time to undertake professional development such as National Professional Qualifications (NPQs).</i></p>	<p>All the evidence shows that improving teaching and school leadership is the best way to make sure that every pupil, regardless of their background, gets the best possible education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention</p> <p>Currently have staff undertaking NPQs:</p> <ol style="list-style-type: none"> 1. 2 staff completing NPQ Leading Literacy – our Oracy lead and writing lead (Become expert leaders of literacy and learn its importance in enabling young people to reach their full potential) 2. 2 staff completing NPQ in Leading Behaviour & Culture – AHT Behaviour & Personal Attitudes & Reading/Y3 Lead. Gaining expertise in behaviour management and are instrumental in developing further a school culture where staff and pupils can thrive. 3. 1 member of staff completing NPQ in Leading teacher – UPS2 teacher in Y3 who is discovering what outstanding teaching looks like and using this knowledge to become a high performing leader of teaching and a mentor/coach in LKS2. 4. 1 member of staff completing NPQ in Leading teacher development and currently a SCITT mentor and coach to ECTs. Now an expert teacher educator and successfully supporting teachers to improve their practice. 5. 1 member of staff completing NPQ EYFS – adding to a strong team and an becoming and expert in early years leadership, helping to give children up to the age of five the best possible start in life. 6. 1 member of staff completing NPQ in Senior Leadership – who is already leading curriculum, computing and is a valued member of ELT. 7. 2 members of staff completing NPQ in Primary Mathematics (Spring 2024) and will become expert leaders of primary mathematics and learn how to embed high-quality Mastery approaches to maths teaching in our school. <p>Monitoring of lesson visits and pupil discussion evidences high quality classroom discussion takes place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches</p> <p>https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention</p>	<p>1,2,5,7,8,10,11</p>
<p><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></p>	<p>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): CPD delivered to all staff on the ‘zones of regulation’</p>	<p>1-11</p>

<p><i>Black Country Oracy Project – Appointed oracy lead</i></p>	<p>An oracy lead (NPQLL) has been appointed to create a well-structured, sequenced and progressive curriculum and put in place. To develop speaking and listening skills across the school including a focus on greater oracy within the curriculum. It is used by all teaching staff. Monitoring of lesson visits and pupil discussion evidences high quality classroom discussion takes place.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p>	<p>1,2,7,8,10,11</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, book trawls, data analysis and team teaching to support new staff. Further develop our maths mastery curriculum in line with DfE and EEF guidance. Maths leads to engage in the Maths Hub, sharing CPD with all staff to develop whole school standards</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>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1,2,3,7,8,10</p>
<p><i>English lead 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></p> <p><i>RWI and Fresh start training for all staff N-Y6</i></p>	<p>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.</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’. Fresh start ensuring those pupils that leave KS1 who are not ready for the transition to the reading pedagogy have a transition programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	<p>1,2,7,8,10,11</p>

<p>Writing training for English lead and Deputy Head on transcription and dictation. Develop a whole school approach in order to impact on writing standards at EYFS and KS1.</p> <p>To embed teaching of the 'Talk for writing,' units of work and methodology for teaching English across school now all teaching staff have completed training. Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p>	<p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy?approach=interactive-writing&utm_source=/early-years-evidence-store/early-literacy&utm_medium=search&utm_campaign=site_search&search_term=writing</p> <p>See EEF Toolkit : High Quality Teaching Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	
<p>Computing – 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. All pupils to have an iPad as an independent tool for learning.</p>	<p>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. Move to easy access to the curriculum through the technology – paperless approach to planning of writing to be trialled in summer 2, using the Write Stuff approach.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>1,2,3,4,7,8,9,10,11</p>
<p>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 from North Star & Ed Psych.</p> <p>Continued training using the ZOR to all staff, pupils and parents.</p> <p>Develop the SEMH offer within school to ensure that pupils and families are adequately supported to fulfil their potential e.g. emotion coaching Wellbeing approaches will</p>	<p>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): https://www.northstarpsychology.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/news/eeef-blog-new-eeef-case-studies-social-and-emotional-learning-sel</p> <p>https://zonesofregulation.com/training/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-</p>	<p>1,2,3,4,5,6,7,8,10</p>

<p><i>be embedded into routine educational practices and supported by professional development and training for staff. Build team of pastoral staff to deliver bespoke support to pupils. Pastoral team to include recruitment of attendance staff to work with and support families, thus raising attendance across the school.</i></p>	<p>attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p>	
<p><i>Creative and performance skills opportunity – External providers</i></p> <p><i>Specialist music teacher 35 weeks</i></p> <p><i>Music tuition – tutor</i></p> <p><i>Extra – curricular performance clubs – progressive sports</i></p> <p><i>Progressive sports coach targets the persistent absent pupils that have been identified using the FFT analysis tool – these will change half termly.</i></p>	<p>All pupils are given the opportunity through a creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Every child has the right to learn to play an instrument, which we facilitate with providing each child in Y4 & Y5 with an instrument. Identified individuals that are A&T get the opportunity to excel and are put forward to achieve ‘grade’ status on an instrument.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Clubs across the academic year will facilitate a diverse range of opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>From the attendance analysis done, patterns can be seen on certain days of non-attenders. For e.g. particularly 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1,3,4,5,6,7,9,10</p> <p>4</p>

<p><i>Staff training on using technology and other resources to support high quality teaching and learning – support diagnostic assessment software - whole school training so at all levels a diagnostic approach can be used.</i></p> <p><i>Introduction and training of NGRT diagnostic reading assessments to inform literacy teaching practices at both curriculum and intervention level.</i></p> <p><i>SIMs training for all staff.</i></p> <p><i>Curriculum tracker training for all staff using Cornerstones foundation subjects.</i></p>	<p>The DFE report Supporting the attainment of disadvantaged pupils identifies that ‘more successful schools were using data more comprehensively to monitor pupils’ progress’.</p> <p>https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>The DFE report identifies that ‘more successful schools were using data more comprehensively to monitor pupils’ progress’.</p> <p>https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months?utm_source=/news/real-time-knowledge-can-boost-pupils-grades-by-two-months&utm_medium=search&utm_campaign=site_search&search_term=assessments</p> <p>Ashraf et al (2021) observed in 88 EEF trials focusing in FSM pupils reported an overall positive impact of literacy interventions on literacy outcomes Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Use of SIMs to identify pupils that need the interventions early and to be implemented effectively.</p> <p>Use of curriculum tracker to identify pupils that need the interventions early and to be implemented effectively.</p>	<p>1,2,3,4,7,9,10</p>
<p><i>Appointment of Extended leadership team to identify and implement and lead on key areas as identified in the SIP to maximise progress and close the gap between Non - PP & PP</i></p>	<p>Leadership capacity increased enabling whole school implementation to be thorough and part of the whole school culture.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>4,5,7,8,10,11</p>
<p><i>Developing teacher pedagogical knowledge to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged.</i></p> <ul style="list-style-type: none"> • Key focus on Rosenshine Principles • Action research on ‘implementing a play-based curriculum in Y1 and beyond’ continuous provision <p><i>Training on:</i></p> <ul style="list-style-type: none"> • SEND approaches • Restorative practice • ZOR • Widgets • Colourful semantics 	<p>Improving the quality of teaching and learning through the use of ‘best bets’ in educational research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&utm_medium=search&utm_campaign=site_search&search_term=send</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/inclusive-behavioural-programme</p>	<p>1-11</p>

<p>Staff covered so that is PPA/Shared weekly & planning time for all staff to ensure that Year leads and experienced staff can support new staff. Thus providing an opportunity to moderate standards and provide a consistent approach across all cohorts.</p>	<p>All teaching staff are confident in the delivery and planning of the 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. Ensuring parity across the phase, high expectations and opportunities to coach and mentor. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>7,8,10,11</p>
<p>Use of NGRT assessments for reading, maths and GPS. Enable staff to identify gaps at an individual, class or cohort level. SIMs assessment/FFT tracker enable the school to benchmark standards against other local and National schools.</p>	<p>Drive standards through the use of regular termly assessments. https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupilsgrades-by-twomonths?utm_source=/news/real-timeknowledge-can-boost-pupils-grades-by-twomonths&utm_medium=search&utm_campaign=site_search&search_term=assessments</p>	<p>2,7,8,10,11</p>

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

Budgeted cost: £73,629

Activity	Evidence that supports this approach:	Challenge number(s) addressed
<p>To utilise subsidised funding for the National Funding Programme (NTP) to offer precision sessions for targeted pupils in Years 5 & 6 to minimise gaps in skills and knowledge caused by disruption of school closures during their key stage 3 curriculum and to widen the access to private/small group tutoring In 2023/24</p> <p>School led tutoring will be supported by a 25% contribution from school to enable school teachers to deliver catch up and recovery tuition across KS1 and KS2. of disadvantage pupils</p>	<p>Studies in England have shown that pupils eligible for free schools can be well supported by provision of intensive, targeted academic support'</p> <p>Small group tuition-closing the disadvantage gap EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • RWI groups and 1:1 interventions • Reading and writing intervention groups • Maths fluency intervention group <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learningtoolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p>	<p>1,2,7,9,10</p>

<p><i>Literacy intervention programs and training such as Fresh Start, Accelerated Reader to support struggling readers</i></p>	<p>The EEF outlines that to improve literacy, different approaches for different groups of pupils is required to develop reading. Literacy EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,7,9,10</p>
<p><i>EYFS TAs SEND – 1:1 support</i></p>	<p>Higher than average numbers of children access SALT in Reception – 68% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.</p>	<p>1,2,3,5,6,7,8,9,10</p>
<p><i>School led tutors for Autumn 2, Spring and Summer. This will runover five half terms.</i></p>	<p>Summative data from July 2023 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. https://www.educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p>	<p>7,10</p>
<p><i>Easter school for Y6 Y6 Boosters tuition – school led</i></p>	<p>SATs catch-up Easter school. 5 tutors on a ratio of 1:12 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.</p>	<p>3,4,6,8,10</p>
<p><i>Toe- by- toe targeted sessions will help to decode language for pupils with the lowest literacy levels by consolidating their understanding of spelling rules and syllable division. These will be used carefully to ensure they do not create a barrier to the inclusion of pupils</i></p>	<p>The schoolpsychologyservice.com reported the programme’s impact as increasing normal progress in reading by 200% compared to a control group. https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://toe-by-toe.co.uk/</p>	<p>1,7,9,10,11</p>
<p><i>FFT National Lightning speed – KS1 & reading intervention</i></p> <p><i>2X6 week block KS1</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. 60% of the tutoring cost is subsidised by the National Tutoring Programme with schools paying the remaining 40%. https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/readwrite-inc-phonics https://www.educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-ofreading</p>	<p>1,2,7,9,10,11</p>

<p><i>Additional phonics Session in the afternoons, 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. 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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/readwrite-inc-phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-ofreading</p>	<p>1,2,7,9</p>
<p><i>Improve speech, language and communication skills. Pupils identified and to one/ small group interventions</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. https://educationendowmentfoundation.org.uk/early-years-evidencestore/communication-and-language</p>	<p>1,2,3,4,8,10</p>
<p><i>Times Table Rockstars</i> <i>Twinkl - Early Bird Maths</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. 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.</p>	<p>2,6,7,9</p>
<p><i>EY Resourcing to meet the needs of the new EY Curriculum</i></p>	<p>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.</p>	<p>1,2,5,6,7,9</p>
<p><i>EYFS / KS1/KS2 Reading</i> <i>Books linked to RWI and Accelerated reader</i> <i>REAL PROJECT</i></p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Raising early achievement in Literacy for nursery and early years. Building parents knowledge and confidence in creating a home learning environment that supports and encourages children’s reading, writing and oral language. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-real-programme https://guidebook.eif.org.uk/programme/raising-early-achievement-in-literacy</p>	<p>1,2,5,6,7,9,10,11</p>

<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. https://www.testbase.co.uk/	7,9,10,11
<i>To provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic.</i>	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:	1-11

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

Budgeted cost: £73,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National School Breakfast Programme.</i></p> <p><i>Breakfast coordinator appointed to run wrap around breakfast club</i></p> <p><i>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</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. We are in our second as school in the NCB programme. We will receive a 75% subsidy for breakfast club provision until the end of July 2024. The subsidy by the school is paying 25%. All pupils in our school are offered breakfast bagel or cereals at no cost to them or their parents.</p> <p>Breakfast club set up - 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. Breakfast clubs are available to help support the attendance of pupils who are persistently absent. Readiness to learn: Children are supplied with a nutritious breakfast and exercise before school. Breakfast club co-ordinator and PE teacher facilitate daily breakfast clubs where pupils can access healthy food and a range of activities prior to school starting. (free to PP pupils). All KS1&2 children will have daily access to free breakfast and snacks at break (bagels, cereal, fruit and veg). Pupils given opportunity to come into school from 7.45a.m. It also gives and added incentive to get pupils into school and help alleviate the attendance issues around lateness.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	3,4,5,6,9,10

	<p>Good quality wraparound childcare has a positive impact on children's outcomes. 12. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills.</p> <p>https://assets.publishing.service.gov.uk/media/5c668c50e5274a72c19f7c50/Rights_to_request_guidance-2019.pdf</p>	
<p><i>AHT Behaviour</i> <i>To lead the nurture and Behaviour programmes in school / to stop issues before they start.</i> <i>To embed and enhance the school wide philosophy around behaviour and attitudes. AHT Behaviour to have non-contact time to monitor consistency of policy in practice.</i></p> <p><i>Build team of staff to deliver bespoke support to pupils to improve pupils' attitudes to learning, attendance, behaviour and their concentration and resilience through Thrive, Nurture/Lego therapy and other targeted strategies.</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>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlockingpositive-learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/inclusive-behavioural-programme</p> <p>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.</p> <p>Pupils' confidence in accessing their learning is improved. Behaviour and attitudes to learning are positive. Attendance is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site-search&search_term=atten</p>	3,4,5,6,7,8,9,10
<p><i>-Additional Educational Psychology Service (EPS) provision to offer parental support sessions – SEMH focus and those at risk of becoming school refusers or Persistently Absent.</i> <i>- EPS training for SEND Team, TAs and Well-Being Team re SEMH- strategies and interventions to</i></p>	<p>SEN in Mainstream Schools states that effective deployment of (support staff) is critical. Whilst High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <p>chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1705280568</p>	1,7,9,10

<p>overcome school barriers and de-escalation strategies to reduce incidents of dysregulation in school. To improve the range and quality of interventions The School Psychology Service training package for SEND team and Well Being Training of more TAs in ELSA.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1704652075 To give pupils the outlet to express their emotions with in school trained emotional coaches. https://www.elsa-support.co.uk/</p>	
<p>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.</p>	<p>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. https://educationendowmentfoundation.org.uk/news/eef-blog-purposeful-playful-practice</p>	3,4,5,8,9,10
<p>Attendance: LA Attendance Officer 39 weeks X 5 hours 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.</p>	<p>Attendance and Punctuality issues. Weekly meeting with LA AO & AHT Inclusion 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. Liaison with parents and contracts made (as required)– 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. https://educationendowmentfoundation.org.uk/projects-</p>	4,5,6,7,9,10 4

<p><i>Attendance: Progressive sports coach every Friday to target the persistent absent pupils.</i></p> <p><i>Attendance awards and rewards for improved and 100% attendance</i></p> <p><i>Parental engagement & workshops around attendance delivered Autumn, Spring & Summer term</i></p> <p><i>Transport provided to get pupils to and from school</i></p>	<p>and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1704458511</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>From the attendance analysis done, patterns can be seen on certain days of non- attenders. In particular there is a high % of PAs for e.g. boys in Y4 & 6 on a Friday. Therefore, we are using an external provider to offer more appealing alternative extracurricular before school, lunchtime, after school and G2BG time on a Friday to increase attendance. Targeted pupils/cohorts are reviewed half termly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Weekly attendance awards and individual and family rewards every half term and end of year. There are a range of rewards for good & most improved attendance – individual, class & family. 100% attendance pupils entered into ‘win a bike’ raffle.</p> <p>Parents are informed weekly about attendance using various forms of media and given helpful tips and checklist on how to improve attendance.</p> <p>https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/attendance-toolkit/whole-school-approaches/rewards-and-interventions</p> <p>Picking up of pupils whose parents/carers have problems getting them to school.</p>	<p>4</p> <p>4,9</p> <p>9</p> <p>9</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 experiences</i></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). All EYFS & KS1 children will have daily access to free snacks at break (fruit and veg)</p> <p>For over 90% of our pupils the only time away from home during the year is on school residential. It is</p>	<p>1-10</p>

<p><i>Extra-curricular enrichment activities</i></p> <p><i>Cultural trips – curriculum driven</i></p> <p><i>Forest school curriculum</i></p> <p><i>Y6 leadership training</i></p> <p><i>Uniform provision</i></p>	<p>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: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. In all year groups all school visits/trips are funded for all year groups and only occasionally are voluntary contributions asked for.</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. Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p> <p>All pupils have the experience of WOW days (topic drivers) and thematic/cultural experiences throughout the academic year. This is linked to equality, diversity, inclusion ad British Values.</p> <p>Two members of staff will be trained to deliver a forest school programme for specific targeted children. 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>Course targeted at giving Y6 pupil leadership / motivational skills and aspirations for the future</p> <p>The daily experience of a PP child in school will be enhanced through the provision of free school uniform and book bag. Access to quality books through our school library and the annual Reading Festival.</p>	
<p><i>Mental health & well being: Mental heath day</i></p> <p><i>One Goal mental health champion training for pupils.</i></p> <p><i>Buddy/playleaders training for pupils.</i></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Targeted cohorts/pupils trained to become mentla health champions and deliver mental health support to their peers. At this crucial stage of development, children learn to navigate their emotions, build relationships, and develop a sense of self. Children develop the skills and mindset they need to successfully handle the challenges that come their way</p> <p>https://www.onegoal.co.uk/.</p> <p>Training provided by Schools Partnership Streetly Academy</p>	<p>3,5,6,7,9,10</p>

<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.	1,3,7,9,
<i>Free school meals</i>	Free school meals service for the last financial year	6,9,10
<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. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1-11
<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.	1-11

	Teaching	Targeted Academic Support	Wider Strategies	Total
Total budgeted cost:	£220,887.00	£73,629.00	£73,629.00	£ 368,145.00

Part B: Review of outcomes in the previous academic year

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

- FFT & SIMs assessment tools are used by class teachers & SLT to measure attainment and progress at termly intervals through the year. Standardised testing is completed three times a year using the NGRT materials. These standardised tests are used to support teachers to make an accurate assessment based on their professional standards. These are also reported in the same way.
- Results of these are recorded using school tracking systems and reported to the Trust using FFT analysis and SIMs.
- Reception ARE data
- 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 SLT. This information is then collated and presented at termly pupil progress meetings led by SMT.
- Pupil Progress meetings are held between class teachers and SLT to monitor impact and identify any concerns to be addressed every half term.
- Attendance data is collected and monitored by the Attendance Officer & AHT's. Attendance data is collected and monitored by the Attendance Officer & SLT. This is presented weekly and discussed with the Headteacher. This is analysed for all subgroups and compared to national and previous school data.
- 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. All intervention groups are designed in conjunction with class teachers, year leads and SLT. This is not limited only to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe are vulnerable and will benefit from the support / intervention. Data is used to identify which children will benefit.
- Pupil Premium funding and its impact is a regular agenda item for the Parent Advisory Forum and Trust board meetings.
- The progress and attainment of pupil premium pupils is a key focus at every data and assessment meeting held by SLT half termly. Pupil Premium funding and its impact is a regular agenda item for the Trust Board meetings.
- Designated staff member in charge of Pupil Premium: Sue Shepherd (Head Teacher)
- Monitoring, assessment and tracking: SLT - Caroline Snape (Deputy Head), Kate Martin (AHT Inclusion & SEND), Nic Stubbs (AHT EYFS), Sam Hatton (AHT Behaviour & PD) and Extended Leadership Team.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Overarching Objectives:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
2. 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.

This details the impact that our pupil premium activity had on pupils in the 2022/2023 academic year. Other pupil evaluations have also been undertaken during the 2022to 2023 academic year, and we have taken these into account when evaluating our strategy. Some of the strategies used were successful and will continue in 2023/24 strategy planning,

Intended outcomes:

Intended outcomes	Success criteria	Actual 2022-23
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. Vocabulary is improved for disadvantaged pupils and a widening range of vocabulary is becoming more evident in spoken words and written form.	Our children are complemented on their confidence with adults who visit us and their ability to converse at ease. Phonics results have increased. Phonics results have increased by 19% for disadvantaged pupils (2022-58% to 2023 – 73.6%) In 2023 disadvantaged pupils out-performed non-disadvantaged pupils by 8%.
Improved GLD attainment of disadvantaged pupils at the end of Reception.	Reception outcomes in 2022/23 show more than 65%+ of disadvantaged pupils achieved GLD,	Whole school GLD outcomes for all pupils 2022-23 was 70% (National 67%; LA 64%) Compared to 2021-22 of 55% (National 65%; LA 59%). As a school an increase of 15% in one academic year and 3% above national. Disadvantaged pupils in 2022-23: 59% (compared with National disadvantaged 52.0%; compared with LA disadvantaged 54.2%)

					Therefore our pupils disadvantaged were 7% higher than national. As shown in the table below:		
Year	Number of children	% of EYFS achieving GLD	Number of PP children	% of EYFS PP achieving GLD	National Average	Difference school and national	Walsall LA
2022	28/51	55%	13/ 25	52%	65%	-10%	59%
2023	37/53	70%	17/29	59%	67	3%	64%
To achieve higher GLD baseline into reception – higher exit levels from nursery.			Nursery provision capacity increased, teaching with a qualified teacher increasing the entry levels into reception. Our catchment area is historically always below national. Due to extra provision and intense provision provide the % of 7 ELG will increase and prepare improve the chances of achieving GLD in reception.		ELG results (below) show the strategies are working and the exit of ELG achieved from nursery has increased from 0% in the intake 2022 to all areas over the academic year intake 2023.		
Reception intake ARE % Seven ELG							
	CL	PD	PSED	L	M	UW	EAD
SEPT '23	28%	24%	27%	15%	18%	15%	19%
SEPT '22	0%	0%	0%	0%	0%	0%	0%
Reading: Progress in Reading Attainment – among disadvantaged pupils.			Achieve above national average progress scores in KS2 Reading KS2 reading outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard. KS2 reading outcomes in 2022/23 indicate average progress scores to be higher with national disadvantaged pupils.		KS2 SATS 2023 reading outcomes for disadvantaged pupils: EXS – 74%, GDS 44% (compared with LA: EXS – 68.7% and GDS – 20.3%, compared with National: EXS – 60.2% and GDS – 17.5%). Our disadvantaged pupils in reading achieved higher than national and LA and better than non- disadvantaged in reading in both expected and GDS. 2023 reading progress measures for disadvantaged pupils: 3.4 (compared with +1.89 for non-disadvantaged pupils; compared with LA progress measures for disadvantaged pupils: -0.13)		
Mathematics Progress in Mathematics Improved maths attainment for disadvantaged pupils at			Achieve above national average progress scores in KS2 Maths KS2 maths outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the		KS2 SATS maths outcomes in 2022/23 for disadvantaged pupils: EXS –84 %, GDS - 17% (compared with LA: EXS – 66.1% and GDS –		

the end of KS2.	expected standard.	17.2%, compared with National: EXS – 58.9% and GDS – 12.8%). Our non-disadvantaged pupils exceeding expected nationally and locally. With non-disadvantaged GDS pupils exceeding national GDS and on a par with LA.		
Writing Progress in Writing Improved writing attainment for disadvantaged pupils at the end of KS2	Achieve above national average progress scores in KS2 Writing KS2 writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard.	KS2 SATS writing outcomes in 2022/23 for disadvantaged pupils: EXS –65%, GDS – 22%% (compared with LA: EXS – 66% and GDS - 9.2%, compared with National: EXS – 58.3% and GDS – 6.6%). Our disadvantaged pupils have exceeded national at both expected and GDS standard in writing. Compared to LA they are 1% below ,however exceed in GDS standard.		
	Whole school	National	PP	Non-PP
	Y6 ARE Attainment			
R W M (Comb)	63%	59%	46%	56%
R	74%	73%	74%	75%
W	71%	71%	65%	80%
M	82%	73%	84%	80%
Phonics	Achieve above national average expected standard in PSC for more than 65% meet the expected of disadvantaged pupils.	Whole cohort 2022/23: 39/54 pupils 74% (National 79%) compared to 2021-22 of 56% an increase overall of 18%. Disadvantaged pupils 2022-23: 19/28 pupils 68% (National 70%) Non-disadvantaged: 20/26 pupils 81% (National 84%)		
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	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. High levels of wellbeing evidenced in 2022/23 through pupil surveys/voice, teacher	127 parents/carers (68 from disadvantaged families) responded to a parent survey in Spring 2023: 98% either agreed or strongly agreed that their child is happy at Bloxwich Academy Primary- 98% either agreed or strongly agreed that Bloxwich Primary encourages a healthy lifestyle, including a focus on mental health and wellbeing.		

	<p>observations, parent surveys/voice and observations of pupil engagement in lessons.</p> <p>Monitoring pupil well-being and analysing data to early identify key triggers for pupils and implementing early interventions.</p> <p>Creating a in house support mechanism for pupils through trained peer mentor health champions.</p>	<p>Use of mood tracker has signposted families and areas of need requiring intervention.</p> <p>Support mechanisms in place for pupils which have identified and targeted issues early reducing stress & anxiety. Improved attendance and reduction in behaviour incidents.</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%. Close the gap between disadvantaged pupils and their non-disadvantaged peers is 4% reduce this to 1%. Reduce the percentage of all pupils who are persistently absent to closer and in line with national and the figure for disadvantaged pupils will be no more than 20%.To give all pupils the best chance to be fully prepared and successful in their next stages of learning.</p>	<p>Whole school attendance for 2022-23 was 93% compared to 91.9% in 2021-22 an increase of 1.2%</p> <p>2022/23 attendance Y1 to Y6 disadvantaged pupils' attendance: 92.6% (National 91.3%) above national by 1.3%.</p> <p>Compared with Y1 to Y6 non-disadvantaged pupils' attendance was 93% (National 94.7%), therefore there is only a 0.4% gap between non-disadvantaged and disadvantaged this shows that the gap is being closed. An improvement from 2021-22 where the gap was 0.9% with disadvantaged attendance at 91% and non-at 91.9%</p> <p>Whole school pupils N to Y6 considered to be persistently absent in 2022/23, was recorded as 25% (National 22.3%) this has improved by 10.8% from 2021-22 which as a school we were 35.8% (National 22.5%).</p> <p>The proportion of disadvantaged PAs 2022-23 was 35% compared to 2021-22 to 38% which shows an improvement of 3%.</p> <p>These strategies will be continued into the next academic year.</p>

Compared to national PP attainment data:

National picture 2022-23	Bloxwich Academy Primary 2022-23
In 2023, 30% of pupils at the end of key stage 2 were considered disadvantaged	At the end of KS2, 60% pupils were considered disadvantaged
Nationally in reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023, compared to 66% of other pupils, a difference of 22 percentage points. This is a decrease from 23 percentage points in 2022.	At Bloxwich Academy Primary, 46% met the combined in reading, writing and maths, 2% higher than national.
Nationally attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. Attainment had increased from 2019 to 2022 for non-disadvantaged pupils, whilst it has now decreased back to 2019 levels. For the disadvantaged group, attainment had remained the same between 2019 and 2022, and has fallen in 2023.	At Bloxwich Primary attainment in reading has remained constant with disadvantaged out performing non-disadvantaged in 2021-22 85% - 81% by 4% and only being 1% lower in 2022 -23 at school 74% compared to national 75%.
Nationally attainment in writing and maths has increased for both groups disadvantaged and non, since 2022.	Bloxwich the attainment in maths has increased with disadvantaged out performing non – disadvantaged 79% - 77% and 2022-23 84% - 80%. However, at Bloxwich in writing the gap in still remains and is a priority in this year’s strategy in 2021-22 disadvantaged 58% - non-disadvantaged 62% and in 2022-23 being 65% to 80%. So, a real focus in this year’s PP strategy. Even though overall the attainment has increased by 8% from the previous year
Nationally, the disadvantage gap in 2023 compared to 2022 was similar across subjects, ranging from 18 percentage points in reading and science to 20 percentage points in maths	At Bloxwich Academy Primary, the gap has decreased in reading and 2022-23 was only 1% lower to non-disadvantaged, significantly lower than national at 18%. But in maths the disadvantaged outperformed the non-disadvantaged by 4%.

Our internal assessments during 2022/23 Y1-5 suggests that the performance of disadvantaged pupils is improving on previous years for attainment in key areas of the curriculum, especially in the core subjects. With targeted support, using analysis of diagnostic assessments (supported by the Local Authority), the outcomes for which we aimed to achieve for pupil attainment in our current strategy are starting to be realised. This is evident in the attainment of our disadvantaged pupils in Y1 to Y6, specifically in reading and maths in summer 2023 end line local authority assessment, which shows the gap between disadvantaged pupils and all pupils is diminishing as they journey through the school:

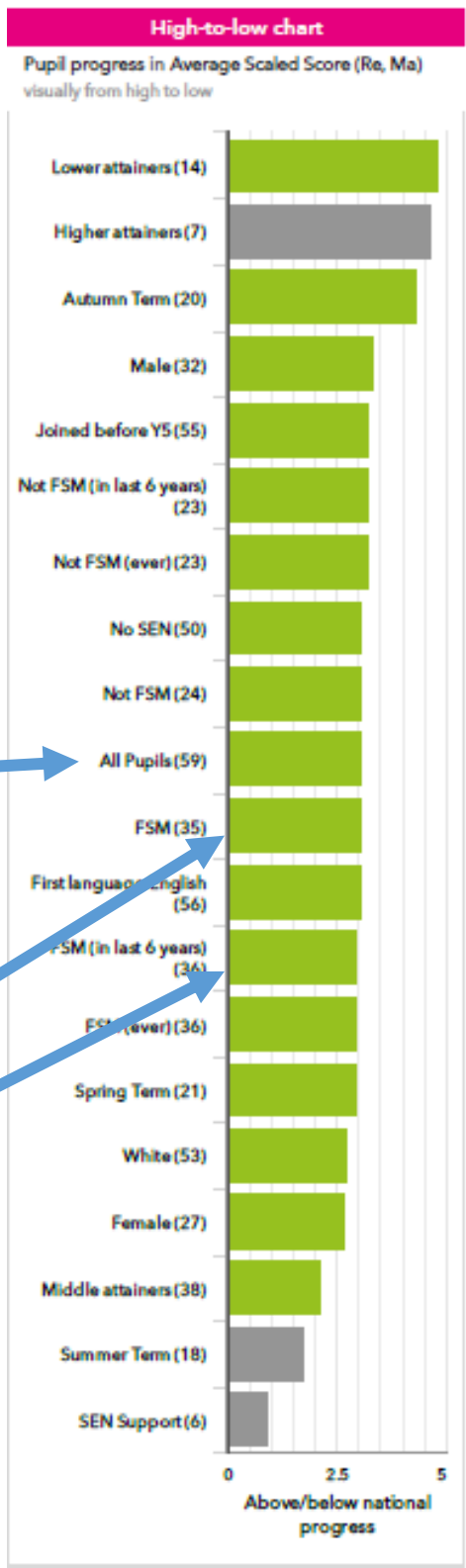
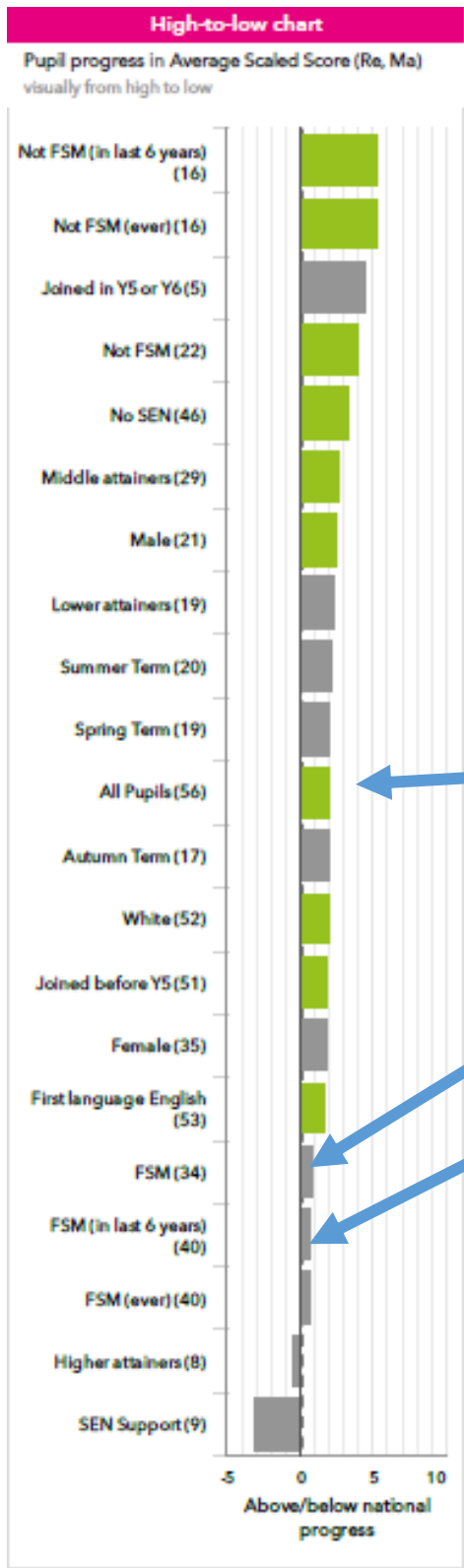
		Attainment 2022-23					
		Reading		Writing		Maths	
		Exp	GDS	Exp	GDS	Exp	GDS
Year 1	Pupil Premium	56%	15%	37%	4%	52%	11%
	Non Pupil Premium	73%	27%	42%	8%	46%	4%
Year 2	Pupil Premium	65%	3%	56%	0%	65%	3%
	Non Pupil Premium	83%	17%	83%	0%	71%	13%
Year 3	Pupil Premium	52%	12%	38%	6%	67%	27%
	Non Pupil Premium	51%	10%	38%	8%	69%	28%
Year 4	Pupil Premium	54%	9%	49%	5%	75%	11%
	Non Pupil Premium	71%	36%	64%	29%	79%	29%
Year 5	Pupil Premium	68%	16%	49%	8%	68%	18%
	Non Pupil Premium	73%	18%	68%	5%	86%	14%
WHOLE SCHOOL	Pupil Premium	59%	11%	46%	5%	65%	14%
	Non Pupil Premium	70%	22%	59%	10%	70%	18%

Compared to FFT national Pupil Premium progress data:

Using the FFT analysis tool it is clear to see that the progress has improved from 2021-22 to the last academic year (see below). With the continued strategies being deployed through the PP strategy it is conclusive that the disadvantaged pupils are getting closer to non-PP pupils in terms of progress and therefore closing the gap:

Pupil Progress
2021-22

Pupil Progress
2022-23



Pupil groups

KS2 Pupil groups performance 2023

			Actual results		Pupil progress	
		Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
Pupil Premium	FSM (in last 6 years)	36	104.0	56%	+3.0+	+9%
	Not FSM (in last 6 years)	26	106.0	73%	+3.2+	+17%

Pupil groups

KS2 Pupil groups performance 2022

			Actual results		Pupil progress	
		Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
Pupil Premium	FSM (in last 6 years)	40	103.9	53%	+0.8	+8%
	Not FSM (in last 6 years)	18	107.3	67%	+5.4+	+16%

As you can see that all Bloxwich pupil groups are have made more progress in the academic year 2022-23, than in the previous year 2021-22, but more importantly the gap between the disadvantaged and the non-disadvantaged has narrowed significantly in terms of progress with the actual scaled scores getting closer and the % of pupils disadvantaged achieving the expected standard has also increased by 3% from the previous year. It is also clear to see that compared to national the PP premium and non- PP children in our school are significantly above progress recorded nationally.

With this continued positive progress for all groups the gap between disadvantaged and non-disadvantaged will continue to narrow in terms of attainment.

Nationally - If we compare our data as a school to the 'disadvantaged gap index' which summarises the attainment gap between disadvantaged pupils and all other pupils. Before the pandemic, the disadvantage gap index had reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged pupils and their peers was becoming smaller - before remaining at a similar level of 2.9, between 2018 and 2019. The index increased in 2022 to the highest level of 3.23 since 2012, suggesting that disruption to learning during the COVID-19 pandemic had a greater impact on disadvantaged pupils. This is still evident and it still nationally remains high at 3.20. As a school our differential of 2.0 is below national in terms of the gap between disadvantaged and non-disadvantaged.

These outcomes shows a very positive picture of the strategies that have worked 2022-23 and those will be continued in this 2023-24 strategy.

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	Programme Provider
TTRs	ttrockstars.com
Spelling Bee	https://www.spellingshed.com/en-gb/
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Class Dojo	https://www.classdojo.com/en-gb/?redirect=true
Learn by Questions	https://www.lbq.org/
Test base	https://www.testbase.co.uk/
FFT Lightning Squad	https://fft.org.uk/tutoring/
Voice 21 Oracy Programme	https://voice21.org/
Moodtracker	https://www.saasschools.com/moodtracker
One Goal Mental Health Champions	https://www.onegoal.co.uk/
Developing experts science	https://www.developingexperts.com/
Boom reader	https://www.boomreader.co.uk/
NGRT	https://www.gl-assessment.co.uk/assessments/new-group-reading-test/
RWI	https://www.ruthmiskin.com/
Fresh Start	https://www.ruthmiskin.com/programmes/fresh-start/about/
Zones of regulation	https://zonesofregulation.com/
Literacy shed	https://www.literacyshed.com/
Write stuff	https://www.janeconsidine.com/jane-considine-TWS-online-training
Ten town	https://tentown.co.uk/
2Simple Evidence Me	https://www.2simple.com/evidenceme/
WEDUC	https://www.reachmoreparents.com/
CPOMS	https://www.cpoms.co.uk/
ELSA	https://www.elsa-support.co.uk/about-elsa-support/
JIGSAW PSHE	https://jigsawpshe.online/
Charanga	https://charanga.com/site/musical-school/
MrFrench	https://mrfrench.uk/
FFT	https://fft.org.uk/fft-aspire/
Colourful semantics	https://www.structural-learning.com/post/colourful-semantics-a-teachers-guide

Service pupil premium funding (optional)

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

N/A

