

Pupil premium strategy – Bloxwich Academy Primary

School overview

| Detail | Data |
|--|-----------------|
| Number of pupils in school | 443 |
| Proportion (%) of pupil premium eligible pupils | 60% |
| 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) | 2023-2026 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Sue Shepherd |
| Pupil premium lead | Sue Shepherd |
| Governor / Trustee lead | Lynsey Draycott |

Funding overview

| Detail | Amount |
|--|--------------------|
| Pupil premium funding allocation this academic year | £356,680.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Recovery premium funding allocation this academic year | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £356,680.00 |

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Bloxwich Academy Primary School, when deciding how to use Pupil Premium funding, we carefully consider the school's context and the specific challenges our pupils face. Research conducted by the Education Endowment Foundation (EEF) identifies common barriers to learning for disadvantaged children, such as less support at home, weak language and communication skills, lower confidence, more frequent behavioural issues, and challenges with attendance and punctuality. Complex family situations may also hinder children's ability to thrive. Since each child's circumstances are unique, there is no "one size fits all" approach.

We involve all teaching staff in analysing data and identifying pupils who need additional support. This ensures that staff are fully aware of the strengths and areas for development across the school, enabling us to provide targeted support where it is needed most.

Our Pupil Premium strategy is based on key principles drawn from research and our experience:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We make appropriate provisions for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are carefully assessed and addressed.
- We recognise that not all pupils who receive free school meals are socially disadvantaged, and similarly, not all socially disadvantaged pupils are registered for free school meals.
- We reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified as being socially disadvantaged.
- Pupil Premium funding is allocated following a thorough needs analysis, prioritizing classes, groups, or individuals with the most urgent needs. Due to limited funding, not all pupils receiving free school meals will receive Pupil Premium interventions at all times.
- A tiered approach to spending helps us balance strategies for improving teaching, providing targeted academic support, and addressing wider needs.
- School leaders focus on a small number of priorities each year, choosing those likely to make the greatest impact, and ensuring effective implementation.
- The chosen approaches are grounded in strong external evidence, alongside the school's expert knowledge of its pupils, to inform decision-making.

We aim for our disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND), to make expected progress in reading, writing, and mathematics through high-quality teaching and targeted interventions. Our goal is to ensure these pupils have access to a broad range of support in school to address their individual needs.

To improve attendance and close the gap between disadvantaged and non-disadvantaged pupils, we provide intensive pastoral support for both pupils and parents. By doing so, we enable all pupils to fully engage with their learning experiences at Bloxwich Academy Primary School.

We are also committed to enriching the lives of our disadvantaged pupils through a variety of experiences, both in and out of school. By offering these opportunities, we aim to boost pupils' self-esteem and well-being, which in turn supports their academic achievement.

Bloxwich Academy Primary is a two-form entry community school with 443 pupils, located in the Beechdale/Leamore area of Walsall. The school sits within one of the most deprived areas in the country, as identified by the 2021 IDACI scores. Walsall ranks among the most deprived local authorities in England, with significant challenges in areas such as health and crime.

Despite these challenges, we believe in the potential of all our pupils. We are committed to providing each child with an environment that allows them to thrive. Recognising that every child is unique, we aim to support them through our Pupil Premium Strategy, helping them to "Be the Best They Can Be."

Our Goals and Approach

Our intention is for all pupils, regardless of their background or the challenges they face, to make good progress and achieve highly across all subjects. The focus of our Pupil Premium strategy is to support disadvantaged pupils in reaching this goal, including ensuring progress for all learners.

The EEF highlights that high-quality teaching is the most powerful tool schools have to improve pupil attainment. Therefore, our approach centres on providing all pupils, especially those who are disadvantaged, with the highest quality teaching. This includes the explicit teaching of cognitive and metacognitive strategies, such as scaffolding, flexible grouping, and direct instruction, which are integral to high-quality teaching.

The ultimate goal is to close the attainment gap between disadvantaged and non-disadvantaged pupils. Through quality first teaching and targeted interventions, we aim for accelerated progress for disadvantaged pupils so that their attainment remains in line with their peers.

Ensuring Effective Implementation

Our strategy is carefully crafted to address the challenges our disadvantaged pupils face, drawing on robust assessment and proven research. To ensure its success, we commit to the following:

- Ensuring that all disadvantaged pupils receive high-quality teaching that challenges and engages them in all subjects.
- Ensuring that teachers are aware of the disadvantaged pupils in their classes and provide timely, targeted support when needed.
- Meeting the social, emotional, and mental health needs of disadvantaged pupils, ensuring they are ready and able to learn.
- Adopting a whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils, raising expectations and aspirations for their achievements.

At Bloxwich Academy Primary, we are dedicated to providing the best possible support for our disadvantaged pupils, enabling them to achieve their full potential and preparing them for a bright future.

Achieving These Objectives

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

Achieving These Objectives

To ensure our disadvantaged pupils receive the best possible support and achieve their full potential, we use a range of provisions that are tailored to meet the specific needs of our pupils. As a trust, we consider the following strategies to support our pupils and address the challenges they face:

- **Reducing class sizes**, improving opportunities for high-quality, effective teaching that accelerates progress for all pupils.
- **Allocating a 'Catch-Up/Booster' teacher** to each year group, providing targeted small group work with an experienced teacher focused on addressing gaps in learning.
- **Increasing leadership capacity** to offer comprehensive support to all stakeholders, enabling early interventions for pupils and families, particularly in relation to attendance, behaviour, and emotional well-being.
- **One-to-one support**, ensuring personalised attention for pupils who require additional guidance and intervention.
- **Rewards and incentives to improve attendance**, ensuring consistent engagement and rewarding pupils for sustained improvement.
- **Use of school-led tutors**, offering targeted academic support to pupils who need extra help to catch up or exceed expectations.
- **Additional teaching and learning opportunities through trained TAs**, ensuring that pupils receive continued support both in the classroom and through tailored interventions.
- **Targeting support to able pupils on Free School Meals**, ensuring they meet or exceed Age-Related Expectations (ARE) by providing enriched learning experiences.
- **Supporting transitions**, whether from primary to secondary, within the school, or into the Early Years Foundation Stage (EYFS), to ensure smooth progressions and minimize any disruption to learning.
- **Paying for educational visits, extracurricular activities and subsidising residential trips**, giving all pupils the opportunity to benefit from first hand experiences that enhance their learning and personal development.
- **Providing additional learning support**, including small group interventions and specialized instruction, to ensure that pupils achieve age-related expectations across the curriculum.
- **Funding specialist learning software**, helping to address specific learning needs and support the development of key skills, particularly in literacy and numeracy.
- **Extending PE provision**, ensuring that pupils benefit from a wide range of physical activities that promote health, teamwork, and resilience.
- **Offering musical opportunities**, such as learning a musical instrument or participating in the school choir, to promote cultural development and self-expression.
- **Providing behaviour and nurture support during lunchtimes**, through engaging activities that reinforce Bloxwich Academy's core values and foster a positive learning environment.
- **Subsidising catch-up programmes**, allowing for additional interventions and support to help pupils close learning gaps.
- **Utilising detailed assessment tools**, enabling in-depth analysis of pupil performance, identifying gaps, and informing targeted interventions that are data-driven and precise.

In addition to the above, we also:

- **Embed social, emotional, and mental health (SEMH) strategies**, ensuring that disadvantaged pupils have access to pastoral care and emotional support to help them succeed academically and personally.
- **Provide parental engagement initiatives**, such as workshops and support networks, to strengthen home-school collaboration and enhance the educational outcomes of disadvantaged pupils.
- **Offer career and future aspirations guidance**, ensuring that pupils are equipped with the knowledge and skills they need to plan their future pathways with confidence.

All of our work through the Pupil Premium is aimed at accelerating progress and moving children to at least age-related expectations (ARE). Our approach is flexible, adapting to the changing needs of our disadvantaged pupils throughout the academic year, ensuring that we respond swiftly and effectively to emerging challenges.

This list is not exhaustive and will evolve as the needs of our pupils evolve. We remain committed to providing bespoke support that ensures every pupil has the opportunity to succeed and thrive.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>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.</p> |
| 2 | <p>Low attainment on entry to the Early Years Foundation Stage in all areas – All pupils - Most pupils have not yet fully developed the characteristics of school readiness (self-regulation, sensory processing, receptive language, expressive language, articulation, executive functioning, emotional development, social skills and planning/sequencing). This is more prevalent among our disadvantaged pupils. Some pupils require a high level of intervention such as prolonged transition, support plans and multi-agency support.</p> |

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| 3 | Pupils lack independence, resilience and confidence to access learning. |
| 4 | <p>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.</p> <p>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.</p> |
| 5 | More frequent behaviour difficulties – due to external factors such as socio-economical and family related matters. |
| 6 | Chaotic family lives and high involvement with Children Services & Social Service – lots of families are involved with external agencies and support from school offer. |
| 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 | Reading is key: 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. This is not just for pupils but we are working hard to establish this with our parents. |

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 |
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| 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. |
| <p>Reading:</p> <p>Progress in Reading</p> <p>Improved reading attainment among disadvantaged pupils. – among disadvantaged pupils.</p> | Achieve above national average progress scores in KS2 Reading. KS2 reading outcomes in 2024/25 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. |
| <p>Mathematics</p> <p>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 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.</p> <p>KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.</p> |
| <p>Writing</p> <p>Progress in Writing</p> <p>Improved writing attainment for disadvantaged pupils at the end of KS2</p> | Achieve above national average progress scores in KS2 Writing. KS2 writing outcomes in 2024/25 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>Phonics</p> | Achieve above national average expected standard in PSC and for more than 65% of disadvantaged pupils to meet the expected standard. |

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| <p>Reception baseline</p> | <p>For reception cohort to achieve higher % ARE, than that in 2023-24 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 2023/24 demonstrated by: qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. The school will provide a wellbeing offer that improves the children's strategies, esteem and resilience in school and home life. This will be evidenced in :</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations, moodtracker. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. - ELSA programme run by trained practitioners under the supervision of the Educational Psychologist and SENDCo |
| <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 2023/24.</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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 267,510 (75%)

| 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 | 1-11 |

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| | <p>an impact of + two months for smaller class sizes. https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</p> | |
| <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><i>Ensure that pupils have access to quality first teaching at all points of the school day.</i></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.</i></p> <p><i>All TAs will attend weekly CPD</i></p> <p><i>Staff CPD offer is driven by the SIP</i></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>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</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>https://educationendowmentfoundation.org.uk/news/eeef-blog-the-impact-of-teaching-assistants-a-holistic-picture</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>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>1,2,3,4,5,9</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.</p> <p>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>1,2,3,4,5,6,7,8,9,10</p> |

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| <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>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1703206902</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_refer=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/eef-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. TAs have also been trained to become specialist in their interventions (ELSA, SALT therapies, PT etc)</p> <p>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.</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> |

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| <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. 8. 2 members of staff completing NPQ SEND award <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’, Emotion coaching, Restorative practice and bespoke SEMH training</p> | <p>1-11</p> |

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| <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> |

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| <p><i>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 andKS1.</i></p> <p><i>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.</i></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><i>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.</i></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> | 1,2,3,4,7,8,9,10,11 |
| <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 from North Star & Ed Psych.</i></p> <p><i>Continued training using the ZOR to all staff, pupils and parents.</i></p> <p><i>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 be embedded into routine educational practices and</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): 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/eef-blog-new-eef-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-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p> | 1,2,3,4,5,6,7,8,10 |

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| <p><i>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><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. 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. 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. 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> |

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| <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’. 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’. 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> | 1,2,3,4,7,9,10 |
| <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> | 4,5,7,8,10,11 |
| <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 • Emotion coaching • SEMH training • 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-Insruction-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> | 1-11 |
| <p><i>Billesley SEND project</i></p> | <p>Further improving the quality of SEND provision and ensuring provision is inline with recent research SEND team are confident in the cycle of ‘assess- plan -do-review’. This will enable learning barriers to be</p> | 1-11 |

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| | identified and removed in a more efficient way. Using the best interventions proven by current research | |
| <i>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.</i> | 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 | 7,8,10,11 |
| <i>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.</i> | Drive standards through the use of regular termly assessments and half termly pupil progress meetings. 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 | 2,7,8,10,11 |

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

Budgeted cost: **£53,502.00**

| Activity | Evidence that supports this approach: | Challenge number(s) addressed |
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| <i>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 School led tutoring will be supported by a 25% contribution from school to enable school teachers to deliver catch up and recovery tuition across</i> | Studies in England have shown that pupils eligible for free schools can be well supported by provision of intensive, targeted academic support' Small group tuition-closing the disadvantage gap EEF (educationendowmentfoundation.org.uk) <ul style="list-style-type: none"> • RWI groups and 1:1 interventions • Reading and writing intervention groups • Maths fluency intervention group https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition | 1,2,7,9,10 |

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| <i>KS1 and KS2. of disadvantage pupils</i> | https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring | |
| <i>Literacy intervention programs and training such as Fresh Start, Accelerated Reader to support struggling readers</i> | The EEF outlines that to improve literacy, different approaches for different groups of pupils is required to develop reading. Literacy EEF (educationendowmentfoundation.org.uk) | 1,2,7,9,10 |
| <i>EYFS TAs SEND – 1:1 support</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. | 1,2,3,5,6,7,8,9,10 |
| <i>School led tutors for Autumn 2, Spring and Summer. This will run over five half terms.</i> | 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://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring | 7,10 |
| <i>Easter school for Y6 Y6 Boosters tuition – school led</i> | 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. | 3,4,6,8,10 |
| <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> | The schoolpsychologyservice.com reported the programme's impact as increasing normal progress in reading by 200% compared to a control group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://toe-by-toe.co.uk/ | 1,7,9,10,11 |
| <i>FFT National Lightning speed – KS1 & reading intervention</i> <i>2X6 week block KS1</i> | 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://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-ofreading | 1,2,7,9,10,11 |

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| <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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/readwrite-inc-phonics</p> <p>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.</p> <p>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></p> | <p>Our pupils are below in maths and timetables are instrumental to solving all problems in maths. Therefore, huge improvements in engagement since implementing Times Tables Rock Stars has been seen.</p> <p>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 2023, 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></p> <p><i>Books linked to RWI and Accelerated reader</i></p> <p>REAL PROJECT</p> | <p>An audit by the Reading Leads was undertaken in 2023 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-real-programme</p> <p>https://guidebook.eif.org.uk/programme/raising-early-achievement-in-literacy</p> | <p>1,2,5,6,7,9,10,11</p> |

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| <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 |

Interventions Timetable 2024-25

| Year group | Autumn | Spring | Summer |
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| Nursery | WellComm, Phonics, SALT, Makaton, Fine motor, Name and number recognition, Gross motor, ZOR, emotion coaching, restorative practice | WellComm, Phonics, SALT, Makaton, Fine motor, Name and number recognition, Gross motor, Drawing club, ZOR, emotion coaching, restorative practice | WellComm, Phonics, SALT, Makaton, Fine motor/handwriting, Name and number recognition, Gross motor, Drawing club, ZOR, emotion coaching, restorative practice |
| Reception | WellComm, Phonics, SALT, Makaton, Fine motor/handwriting, Name and number recognition, Name writing, Gross motor, Drawing club, ZOR, emotion coaching, restorative practice | WellComm, Phonics, SALT, Makaton, Fine motor/handwriting, Name and number recognition, Name writing, Gross motor, Drawing club, Attention AA group, ZOR, emotion coaching, restorative practice, , Colourful semantics | WellComm, Phonics, SALT, Makaton, Fine motor/handwriting, Name and number recognition, Name writing, Gross motor, Drawing club, Attention AA group, ZOR, emotion coaching, restorative practice, , Colourful semantics |
| Year 1 | Phonics, SALT, Fine motor/handwriting, Name and number recognition, Name writing, Pre-tutoring, ZOR, emotion coaching, restorative practice, Colourful semantics | WellComm, Phonics, SALT, Makaton, Fine motor/handwriting, Name writing, Numbots, Attention AA group, ZOR, emotion coaching, restorative practice, talk through stories, Colourful semantics | Phonics, SALT, Makaton, Fine motor/handwriting, Numbots, WellComm, Attention AA group, ZOR, emotion coaching, restorative practice, talk through stories, , Colourful semantics |
| Year 2 | Phonics, SALT, Fine motor/handwriting, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Colourful semantics | WellComm, Phonics, SALT, Fine motor/handwriting, Numbots, TTRS, ZOR, emotion coaching, restorative practice, talk through stories, Colourful semantics, AR | Phonics, SALT, Fine motor/handwriting, Numbots, TTRS, ZOR, emotion coaching, restorative practice, talk through stories, , Colourful semantics, , AR |

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| Year 3 | Phonics, SALT , Fine motor/handwriting, Name writing, Gross motor, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, , Colourful semantics, AR | WellComm, Phonics, SALT , Fine motor/handwriting, Gross motor, PT, Pre-tutoring, , Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus talk through stories, , Colourful semantics, AR | Phonics/Fresh start, SALT , Fine motor/handwriting, Gross motor, PT, Pre-tutoring, , Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR |
| Year 4 | Phonics/Fresh start, SALT , Fine motor/handwriting, , PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR | WellComm, Phonics/Fresh start, SALT, Fine motor/handwriting, , PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR | WellComm, Phonics/Fresh start, SALT, Fine motor/handwriting, , PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR |
| Year 5 | Phonics/Fresh start, SALT, Fine motor/handwriting,, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR | WellComm, Phonics, SALT , Fine motor/handwriting, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR | Phonics/Fresh start, SALT , Fine motor/handwriting, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR |
| Year 6 | Phonics/Fresh start, SALT , Fine motor/handwriting, PT, Pre-tutoring, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR | WellComm, Phonics/Fresh start, SALT , Fine motor/handwriting, PT, Pre-tutoring, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR | Phonics/Fresh start, SALT , Fine motor/handwriting, PT, Pre-tutoring, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR |

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

Budgeted cost: **£ 35,668.00**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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. 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 | 3,4,5,6,9,10 |

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| <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>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.</p> <p>Breakfast clubs are available to help support the attendance of pupils who are persistently absent.</p> <p>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.</p> <p>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> <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> | |
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| <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. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlockingpositive-learning-behaviours https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/inclusive-behavioural-programme 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. Pupils' confidence in accessing their learning is improved. Behaviour and attitudes to learning are positive. Attendance is improved. 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> | <p>3,4,5,6,7,8,9,10</p> |
| <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 overcome school barriers and de-escalation strategies to reduce incidents of dysregulation in school.</i> <i>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.</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. chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidancereports/send/EEF_Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1705280568 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 to express their emotions with in school trained emotional coaches. https://www.elsa-support.co.uk/</p> | <p>1,7,9,10</p> |

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| <p><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></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.</p> <p>Research shows that this then will positively impact on learning each day also. https://educationendowmentfoundation.org.uk/news/eef-blog-purposeful-playful-practice</p> | <p>3,4,5,8,9,10</p> |
| <p>Attendance: <i>LA Attendance Officer 39 weeks X 5 hours</i></p> <p><i>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></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.</p> <p>Attendance demonstrates that there is a reduction in persistent absence for these targeted groups.</p> <p>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.</p> <p>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.</p> <p>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.</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>4,5,6,7,9,10</p> <p>4</p> |

| | | |
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| <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>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><i>Extra-curricular enrichment activities</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 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. Two year groups are able to access residential trips in KS2:Y3 go for a one-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>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</p> | <p>1-10</p> |

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| <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>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 and British Values.</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>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 health 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 mental 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> | 3,5,6,7,9,10 |
| <p><i>Music – brass and Woodwind instruments</i></p> | <p>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.</p> <p>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.</p> | 1,3,7,9, |
| <p><i>Free school meals</i></p> | <p>Free school meals service for the last financial year</p> | 6,9,10 |
| <p><i>Curriculum provision/Disadvantaged/Send</i></p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p> | 1-11 |
| <p><i>Well-being/pastoral resources</i></p> | <p>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.</p> <p>This also includes uniform.</p> | 1,2,3,4,5,6,7,8,9 |

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| Contingency fund for acute issues. | 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 |
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Total budgeted cost: £356,680.00

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

- **Early Identification and Monitoring** - 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. The diagnostic assessments (e.g., phonics screening, baseline assessments, or GL Assessments) to identify gaps in knowledge and skills early.
- **Data tracking systems** are set up to monitor progress for PP and non-PP pupils.
- Half termly pupil progress meetings to review interventions and adjust strategies. If assessments show lower literacy skills among PP pupils, provide targeted phonics interventions immediately. Pupil Progress meetings are held between class teachers and SLT to monitor impact and identify any concerns to be addressed every half term.
- Results of these are recorded using school tracking systems and reported to the Trust using FFT analysis and SIMs.
- 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 SLT.
- **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 sub-groups 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.

Part B: Review of last academic year:
Other pupil evaluations have also been undertaken during the 2023 to 2024 academic year, and we have taken these into account when evaluating our strategy.
Some of the strategies used were successful and will continue in 2024/25 strategy planning.

Outcomes for disadvantaged pupils 2023-24

| Intended outcome 2023-24 | Success criteria | Impact / outcome 2024 |
|--|---|--|
| 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. Y1 Phonics results in a small cohort of 49 with 32/49 children being PP. Phonics results have decreased by 5% for disadvantaged pupils from 2023 (2022- 58% to 2023 – 73.6%, 2024 – 68%). In 2024 disadvantaged pupils out-performed non-disadvantaged pupils (28%) by 40%. Rapid phonics interventions raised standards from 41% to 61% and further targeted interventions ensured that 34 children passed giving 72% overall. |
| Phonics | Achieve above national average expected standard in PSC and for more than 65% of disadvantaged pupils to meet the expected standard. | Whole cohort 2023/24: 32/49 PP pupils 68% met the expected standard beating national by 1% - National 67% Non-disadvantaged: 13/15 passed = 87% beating national of 83% by 4%. |

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| <p>Reading: Progress in Reading Improved reading attainment among disadvantaged pupils.</p> | <p>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.</p> | <p>KS2 SATS 2024 reading outcomes for disadvantaged pupils: EXS – 79%, GDS 28% (compared with National disadvantaged 62 per cent pupils met the expected standard and 79 per cent of non-disadvantaged pupils: Our disadvantaged pupils in reading achieved higher than national and equal to that of non-disadvantaged in reading.</p> |
| <p>Mathematics Progress in Mathematics Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p>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> | <p>KS2 SATS maths outcomes in 2023/24 for disadvantaged pupils: EXS –72 %, GDS - 15% (compared with National Disadvantaged: EXS – 60%) Our non-disadvantaged pupils exceeding expected nationally and locally. With non-disadvantaged GDS pupils exceeding national GDS disadvantaged.</p> |
| <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>KS2 SATS writing outcomes in 2023/24 for disadvantaged pupils: EXS –65%, GDS – 22% 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.</p> |

| Year 6 | Whole school | National | PP | Non-PP |
|-------------------------|----------------------------------|----------|-----|--------|
| No. of PP pupils: 39/59 | Y6 2023-24 ARE Attainment | | | |
| R W M (Comb) | 63% | 61% | 54% | 75% |
| R | 80% | 74% | 79% | 80% |
| W | 78% | 72% | 69% | 95% |
| M | 80% | 73% | 72% | 95% |

As the data shows there is still a lot of work to be done around closing the gap in particular in writing in school. On a positive the gap between our PP and the national data is far healthier and in reading we PP beat national, only 3% off in writing and 1% off in maths. As a school we have to continue to work hard on closing down the gap between our non-pp and pp children on terms of attainment.

| National picture 2023-24 | Bloxwich Academy Primary 2023-24 |
|--|--|
| <i>In 2024, 27% of pupils at the end of key stage 2 were considered disadvantaged</i> | <i>At Bloxwich Academy at the end of KS2, 60% pupils were considered disadvantaged, 33% higher than national.</i> |
| <i>Nationally in reading, writing and maths (combined), 46% of disadvantaged pupils met the expected standard in 2024, compared to 67% of other pupils, a difference of 22 percentage points. This is a same 22 percentage points in 2023. The attainment gap between disadvantaged pupils in Year 6 and their more affluent peers has narrowed but is still bigger than it was before the pandemic.</i> | <i>At Bloxwich Academy Primary, 54% disadvantaged met the combined in reading, writing and maths, 9% higher than national.</i> |
| <i>Nationally pupils performed best at reading - 62 per cent of disadvantaged pupils met the expected standard and 79 per cent of non-disadvantaged pupils.</i> | <i>At Bloxwich Primary attainment in reading has remained constant with disadvantaged achieving 79% out outperforming national disadvantaged by 17%. Our non-disadvantaged also outperformed national by 1% - 80%</i> |
| <i>Nationally lowest figures were in writing, with 58 per cent of disadvantaged pupils meeting the standard, and 78 per cent of their more affluent peers.</i> | <i>Bloxwich in writing the gap in still remains and is a priority in this year's strategy in 2023-24 disadvantaged 69% of 39/59 got EXS+ and non-disadvantaged 95% of 20/59 got EXS+. However, in GDS 10% of PP achieved EXS+ compare to 5% of non-PP peers.</i> |
| <i>Nationally in maths, with 60% per cent of disadvantaged pupils meeting the standard, and 80% per cent of their more affluent peers.</i> | <i>At Bloxwich Primary attainment in maths has remained constant with disadvantaged achieving 72% out outperforming national disadvantaged by 12%. Our non-disadvantaged also outperformed national by 15% - 95%</i> |

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| <p>Reception baseline To achieve higher GLD baseline into reception – higher exit levels from nursery.</p> | <p>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.</p> | <p>ELG results (below) show the strategies are working and the exit of ELG achieved from nursery has increased from in all % from the intake over the last 3 years and from 2023 all areas over the academic year intake 2024 have increased, except in PD where this is an area where we are applying further interventions to address this.</p> |
|---|---|---|

Reception intake ARE % Seven ELG

| | CL | PD | PSED | L | M | UW | EAD |
|----------|-----|-----|------|-----|-----|-----|-----|
| SEPT '24 | 31% | 21% | 28% | 19% | 28% | 33% | 29% |
| SEPT '23 | 28% | 24% | 27% | 15% | 18% | 15% | 19% |
| SEPT '22 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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| <p>Improved GLD attainment of disadvantaged pupils at the end of Reception.</p> | <p>Reception outcomes in 2023/24 show more than 65%+ of disadvantaged pupils achieved GLD,</p> | <p>Whole school GLD outcomes for all pupils 2023-24 was 71% (National 67%; Compared to 2022-23 of 70% (National 67%; LA 64%). As a school an increase of 1% in one academic year and 4% above national. Disadvantaged pupils in 2023-24: 62% an increase of 3% from year before (compared with National disadvantaged 67.0%; The gap between disadvantaged and national has decreased from 8% to 5%. As shown in the table below:</p> |
|--|--|--|

| 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% |
| 2024 | 40/56 | 71% | 16/26 | 62% | 67% | 5% | n/a |

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| <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 pupil voice, pupil 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 pupil voice, pupil and parent surveys and teacher observations, moodtracker. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. | <p>145 parents/carers (78 from disadvantaged families) responded to a parent survey in Spring 2024: 97% either agreed or strongly agreed that their child is happy at Bloxwich Academy Primary- 97% either agreed or strongly agreed that Bloxwich Primary encourages a healthy lifestyle, including a focus on mental health and wellbeing.</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 % attendance gap between disadvantaged pupils and their non- disadvantaged peers from 2023/24. 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. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 95%.</p> | <p>Whole school attendance for 2023-24 was 93% compared to 91.9% in 2022-23 an increase of 1.1%</p> <p>2023/24 attendance Y1 to Y6 disadvantaged pupils' attendance: 92.2% compared to National 91.8%(FFT comparable) above national by 0.4%.</p> <p>Y1 to Y6 non-disadvantaged pupils' 2023-24 attendance was 94.4% National 95.2%. There is 2.2% gap between non-disadvantaged and disadvantaged this shows that the gap has decreased 0.2% improvement on previous year.</p> <p>Whole school pupils N to Y6 considered to be persistently absent in 2023/24, was recorded as 20.8% and National 16%. PAs have decreased from 2022-23 by 4% which as a school we were</p> |

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| | | 24.8% and national 19%. The gap between PA between National & school has improved by 1%. These strategies will be continued into the next academic year 2024-25. |
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Internal assessments during 2023/24 Y1-5

This 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 2024 end line local authority assessment, which shows the gap between disadvantaged pupils and all pupils is diminishing as they journey through the school:

| Attainment 2023-24 | | Reading | | Writing | | Maths | |
|---------------------|-------------------|-----------|------------------|---------|-----|-------|-----|
| | | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS |
| | | Year 1 49 | Pupil Premium 32 | 72% | 6% | 56% | 0% |
| | Non-Pupil Premium | 53% | 6% | 47% | 0% | 65% | 12% |
| Year 2 60 | Pupil Premium 34 | 71% | 12% | 74% | 6% | 74% | 6% |
| | Non-Pupil Premium | 73% | 27% | 81% | 19% | 77% | 19% |
| Year 3 60 | Pupil Premium 37 | 49% | 5% | 46% | 0% | 73% | 8% |
| | Non-Pupil Premium | 78% | 26% | 78% | 9% | 83% | 35% |
| Year 4 63 | Pupil Premium 41 | 59% | 15% | 44% | 2% | 73% | 20% |
| | Non-Pupil Premium | 82% | 27% | 59% | 18% | 82% | 27% |
| Year 5 59 | Pupil Premium 44 | 75% | 14% | 48% | 7% | 75% | 16% |
| | Non-Pupil Premium | 80% | 40% | 67% | 20% | 80% | 40% |
| Whole School (Y1-5) | Pupil Premium 188 | 65% | 11% | 53% | 3% | 72% | 10% |
| | Non-Pupil Premium | 74% | 25% | 68% | 14% | 78% | 26% |

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Programme Provider |
|---|---|
| TTRs | trockstars.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 expert's 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/ |

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| 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/ |
| Mr French | https://mrfrench.uk/ |
| FFT | https://fft.org.uk/fft-aspire/ |
| Colourful semantics | https://www.structural-learning.com/post/colourful-semantics-a-teachers-guide |
| White Rose Mathematics | https://whiteroseeducation.com/resources |
| White Rose Science | https://whiteroseeducation.com/resources/science/primary |
| Curriculum Maestro | https://my.cornerstoneseducation.co.uk/ |