

# Pupil Premium Strategy at Bloxham C of E Primary School

1. Summary information					
<b>School</b>	Bloxham Church of England Primary School				
<b>Academic Year</b>	2021/2022	<b>Total Pupil Premium budget (PP)</b>	£88320	<b>Date of most recent PP Review</b>	April 2021
<b>Total number of pupils</b>	414	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this strategy</b>	April 2022

<b>Barriers to future attainment (for some pupils eligible for PP)</b>		<b>Exacerbating factors linked to longer-term impact from Covid19</b>
1	Raising aspirations, less access to 'cultural capital', parental engagement	Social isolation, unemployment, job insecurity, reduced number of school trips, self-isolating / closure of schools
2	Attendance factors, both Covid-related and others (eg shielding, closures), punctuality – currently 94.1% for non-pupil premium but 90.2% for pupil premium	Self-isolating, more time at home, reduced contact with extended family, sports cancelled
3	Mental health issues impacting self-esteem, confidence and behaviour	School closure, partial closure, isolating. Reduced contact with peers, fewer activities to take part in
4	Lack of fluency in mathematics and English	Impact of school closures on both attendance and CPD
<b>Desired outcomes (specific outcomes and how they will be measured)</b>		<b>How measured</b>
1	For all pupils to access extra-curricular provision on offer, and be well-rounded individuals who achieve their ambitions and flourish, parents will attend parents' evenings and parents / carers survey shows satisfaction and engagement with school life	Monitor take-up of extra-curricular provision, monitor parental attendance and satisfaction
2	Pupils' attendance remains at or above the national target for all pupils including PP, pp learners will be punctual, equipped and ready for school, and fully engaged	Close monitoring of attendance
3	Pupils are able to recognise and name their emotions and can regulate their behaviour	Decrease in behaviour incidents, fewer occasions of children needing to be educated out of class, fewer Fixed Term Exclusions
4	PP learners achieving at least in line with, or above, national progress measures in English and maths at KS1 and KS2	SATS results and tracking data

## Planned expenditure for Academic year 2021-2022

A: Barrier: Raising aspirations, less access to 'cultural capital', parental engagement

A: Outcome: For all pupils to access extra-curricular provision on offer, and be well-rounded individuals who achieve their ambitions and flourish, parents will attend parents' evenings and parents / carers survey shows satisfaction and engagement with school life

Action	Intended outcome	Evidence and Rationale	Evidence of impact	Staff lead	Cost	Review
Provide Seesaw home learning platform to all families Ensure all families have access to technology to access Seesaw and provide alternatives where not	All pupils have equal access to home learning for weekly home learning tasks, as well as in the event of further class or school closures, or pupils needing to self-isolate Children can access learning at home for weekly tasks as well as self-isolating / closure of class / school	Access to equality of provision will lead to higher levels of attainment and progress	Data for Seesaw use Home learning completion	Inclusion Manager / Computing Lead	Nil	April 2022
Provide a range of enriching activities within the school, both linked and separate to the curriculum	Children can gain 'cultural capital'. Children are engaged with the curriculum and have positive life experiences to promote wellbeing.	Access to engaging experiences will lead to more positive attitudes to learning and inspire greater ambition	Feedback from pupils and teachers List of enrichment activities that have taken place	Inclusion Manager / Phase Leaders	Pending confirmation	April 2022
Ensure all PP children can go on school trips	Pupil Premium children develop excitement and engagement with learning through participating in trips and activities.	Equality of provision will improve engagement in learning and children's sense of belonging to a nurturing C of E community	Trip attendance records.	PP governor LILT Governors Bursar	Estimate if Kilvrough goes ahead £2100.00	April 2021
B: Barrier: Attendance factors, both Covid-related and others (eg shielding, closures), punctuality	B. Outcome: Pupils' attendance remains at or above the national target for all pupils including PP, pp learners will be punctual, equipped and ready for school, and fully engaged					

Action	Intended outcome	Evidence and Rationale	Evidence of impact	Staff lead	Cost	Review
Close monitoring of attendance data. SENCO, Nurture Lead to work with families on this issue – always follow up non-attendance	Pupil Premium children attendance in line with overall attendance  Whole class incentives, certificates	Accelerated progress for PP children is dependent on good attendance.	Attendance data	Governors Inclusion manager LILT Attendance officer Home School Link	nil	April 2021
To provide wrap around care: Breakfast and After School Clubs	To provide a positive start to the day enabling children to be ready to learn.  To provide a nurturing end of the day and opportunity to socially interact in the school community.	Wraparound care supports children's development of positive social behaviours. Food offered provides nutritional start and end to the day. Supports good punctuality and attendance.	Attendance register for wrap around care.	Inclusion manager, Class teachers, bursar	Pending confirmation	April 2022
C: Barrier: Mental health issues impacting self-esteem, confidence and behaviour		C: Outcome: Pupils are able to recognise and name their emotions and can regulate their behaviour				
Action	Intended outcome	Evidence and Rationale	Evidence of impact	Staff lead	Cost	Review
Play therapist to be employed	Pupils with significant challenges to be given appropriate therapeutic support to enable children to access their learning.	Children that are able to work through significant emotional difficulties in a therapeutic setting will be in a better position to access and engage with their learning.	QCAs, SDQs	SENCo Play therapist Nurture Team	Pending confirmation	April 2022
Ensure all Pupil Premium children have good quality uniform.	Pupil Premium children develop sense of pride in their appearance and presentation.	High expectations for uniform will develop high expectations for behaviour and learning	PP children with high level of presentation in uniform	Inclusion manager, Class teachers, bursar	Pending confirmation	April 2022

Nurture Lead and Nurture Assistants to continue to be employed; training in "Zones of Regulation"; use of garden for therapy	To develop social and emotional skills including emotional regulation in PP children.  Whole school training in ZOR	Nurture Provision will support children in being calm, focused and ready to access learning. This provision will also help vulnerable children to regulate emotion and increase their positive behaviours in the classroom and during playtimes.	QCAs, SDQs and guidance sheets	LILT Class Teachers SENCo PP Governor	Pending confirmation	April 2022
ELSA training for Higher Level Nurture Assistant (Emotional Literacy Support Assistant)	Increased support for emotional literacy through planned nurture intervention	Specific training from Educational Psychologists, on-going supervision, supporting children and young people to understand and regulate their emotions, to respect themselves and others and to learn personal resiliency	Supervision sessions, tools to measure before and after (eg Stirling wellbeing scales, QCAs)	SENCo	£670 for training plus annual cost of £300 = £970	April 2022
To provide break time and lunch time support - existing nurture team plus one extra lunchtime supervisor	To provide an opportunity for children to develop positive relationships with peers.	Break time and lunchtime nurture supports children's development of positive social behaviours, ability to work collaboratively.	Record of children targeted for lunchtime support.	SENCO Class teachers, bursar	Pending confirmation	April 2022
Football mentoring	Pupil-led days e.g. on Anti-discrimination Pupil led social action project to benefit the school and the community				Pending confirmation	April 2022
Continue to use My Concern	To ensure a record is kept of concerns regarding the emotional and physical wellbeing of all pupils so that this can be addressed	Pupils needs are identified and appropriate support is given which enables them to thrive	All staff have logged in and set up their password, concerns are logged for children across the school, this feeds into safeguarding weekly meetings and nurture provision	DSLs, Safeguarding meeting group (Headteacher, Inclusion Manager and Nurture Lead)	Pending confirmation	April 2022

Specialist SEND Higher Level Teaching Assistant	To support children with a range of difficulties that impact pupils' learning, including ADHD, Autism, Social, Emotional and Mental Health issues To assist Inclusion Manager in gathering evidence, maintaining records, putting into place strategies, setting up and reviewing Individual Behaviour Plans and applying for EHCPs in some cases	Pupils are well-supported with strategies and negative impact or disruption for whole class is reduced. A more positive culture is developed towards pupils with SEMH and other specific difficulties which impact behaviour EHCPs are applied for PP pupils who need them	Individual reviews for IBPs Pupil progress reviews with class teachers	Inclusion manager	Pending confirmation	April 2022
Team Teach training for key members of staff	To ensure staff working with key children have strategies to de-escalate difficult situations and keep everyone safe	Pupils are able to be kept safe and strategies enable signs and triggers to be identified before the behaviour escalates, leading to prevention of pupils reaching a 'crisis' point	Logged records of the use of TT strategies and impact using bound and numbered book	Inclusion manager	Pending confirmation	April 2022
Music therapy	Weekly music intervention for nurture with key pupils identified by class teachers and nurture team	Pupils improve their self-esteem and confidence through developing musical composition skills in a small group	Self-evaluation sheets, music teacher evaluation sheets and teacher evaluation sheets	Music teacher	Pending confirmation	April 2022
D: Barrier: Lack of fluency in mathematics and English		D: Outcome: PP learners achieving at least in line with, or above, national progress measures in English and maths at KS1 and KS2				
<b>Action</b>	<b>Intended outcome</b>	<b>Evidence and Rationale</b>	<b>Evidence of impact</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review</b>
Training and materials for staff in The Write Stuff, an approach which develops language and vocabulary, and scaffolds writing for all learners. Include words of the week using ambitious	All pupils have access to a rich and varied vocabulary and are supported to incorporate this into their speaking and writing	Language and vocabulary barriers are overcome, children can develop strong verbal and written communication skills	Pupil and teacher feedback, attainment in writing tracked	Kesha Staples	Pending confirmation	April 2022

Training and materials to support the Maths Mastery approach, including White Rose	Pupils who are PP will have access to high expectations of learning in maths and will use concrete, pictorial and then abstract strategies in a mastery approach – high quality teaching	Mastery approach ensures high expectations for all learners and includes a steady progression through the stages of learning, leading to higher attainment levels	Pupil and teacher feedback, attainment in maths tracked	Amy Jennings	Pending confirmation	April 2022
Embed a 'growth mindset' approach across the school to which teachers frequently refer, specific mantra linked to Bloxham Primary School to be developed	Children can cope with making mistakes, they keep trying when it gets hard, they enjoy challenge, they develop a positive way of addressing problems	Develop academic resilience and 'life skills'	Pupil and teacher feedback, attainment in maths tracked	Inclusion manager (PSHE lead)	nil	April 2022
Raise expectations for children who are PP – teacher knowledge and quality first teaching	To ensure that children who are Pupil Premium are reaching full academic potential; staff are aware of difficulties that may impact PP learners and have plans in place to support these	Class plan / overview identifies pp children, all teachers know who these children are and target accordingly	Good level of progress for SEN/PP children	Inclusion Manger	nil	April 2022
Maths intervention to ensure pp children make enhanced progress	To ensure that pp children have gaps identified and intervention taking place to address this	Gaps in learning are reduced, improved test outcomes			Eg David Morris ECC or Pixl – cost tbc	
<b>Total cost</b>					Pending confirmation	