

## Pupil Premium Strategy REVIEW APRIL 2021

School		
School		Bloxham Church of England Primary School
Barriers to future attainment (for some pupils eligible for PP)		Exacerbating factors linked to Covid19
1	Deprivation leading to limited access to learning at home, lack of 'cultural capital'	Social isolation, unemployment, job insecurity, reduced number of school trips, self-isolating / closure of schools
2	Less developed parenting skills leading to poorer nutrition, sleep routines, exercise and attendance	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	Lower educational level at home leading to poorer language, lower levels of engagement, aspiration, attitudes	Reduced contact with wider community, reduced numbers of visitors into school
Desired outcomes ( <i>specific outcomes and how they will be measured</i> )		How measured
1	Pupils can access learning at home and a range of enriching experiences at school	Trips/residential attendance when possible. Engagement with Seesaw.
2	Pupils have healthy food at school and plenty of exercise, pupils' attendance remains at or above the national target for all pupils including PP, parents have access to support with developing skills	Take up of Free school meals, timetabled exercise including daily activity. Attendance figures.
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	All pupils experience an equality of provision and are fully engaged in their learning	Internal and external data. Book Looks. Learning Walks

**Planned expenditure for Academic year 2020-2021**

A. Barrier: Deprivation leading to limited access to learning at home, lack of 'cultural capital' <b>Additional factors linked to Covid19:</b> Social isolation, unemployment, job insecurity, reduced number of school trips, self-isolating / closure of schools		A: Outcome: Pupils can access learning at home and a range of enriching experiences at school				
Action	Intended outcome	Evidence and Rationale	Evidence of	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 2021 This has been fully achieved. All pupils have access to Seesaw and we have provided laptops for families needing these during the January - February 2021 lockdown.
Provide a range of enriching activities within the school, both linked and separate to the curriculum, eg invite a range of "visitors" to school via Zoom / Teams	Children can gain 'cultural capital' even when the usual channels are closed (eg theatres, museums, etc). 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	Up to £750.36	April 2021 During Sept – Dec a range of Teams activities were provided, for example, a virtual Zoo visit and tour. Children also accessed a Christmas pantomime online. School was closed from Jan – Feb 2021 and Seesaw was used to provide online learning including narrated powerpoints with teachers speaking directly to pupils.

Provide Forest schools training for staff	Children get access to a range of enriching experiences, outdoors for fresh air and wellbeing, increasing sociability and sense of team / community	Mental and physical health will lead to greater academic outcomes and overall wellbeing, life chances improved	Feedback from pupils and teachers Plans showing forest school and outdoor learning activities that have taken place	Forest school leaders – Tina Deacon and Rachel Paxton	£400	April 2021 Fully achieved – 2 members of staff now fully trained and using this to teach all children across the school. Designated area and resources also created.
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	£126.50	April 2021 Fully achieved. Vulnerable families have been offered uniform and volunteers have also helped to organise and give out donations.
<i>*COVID 19 DEPENDENT* - NOT CURRENTLY POSSIBLE To provide wrap around care: Breakfast and After School Clubs</i>	<i>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.</i>	<i>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.</i>	<i>Attendance register for wrap around care.</i>	<i>Inclusion manager, Class teachers, bursar</i>	<i>nil</i>	<i>April 2021 Restrictions on bubbles mixing and sizes have meant this has been very limited this year. Priority given to the most vulnerable.</i>

<p>*COVID 19 DEPENDENT* - NOT CURRENTLY POSSIBLE As and when trips / residential become available, ensure all PP children can go</p>	<p>Pupil Premium children develop excitement and engagement with learning through participating in trips and activities.</p>	<p>Equality of provision will improve engagement in learning and children's sense of belonging to a nurturing C of E community</p>	<p>Trip attendance records.</p>	<p>PP governor LILT Governors Bursar</p>	<p>Estimate if Kilvrough goes ahead £2100.00</p>	<p>April 2021 Unable to go to Kilvrough. Instead, a full week of enrichment activities took place for year 6, including local trips, a water park day, visits to both Bloxham and Warriner Schools, and the farm.</p>
<p>B. Barrier: Less developed parenting skills leading to poorer nutrition, sleep routines, exercise and attendance <b>Additional factors linked to Covid19:</b> Self-isolating, more time at home, reduced contact with extended familv. sports cancelled</p>		<p>B. Outcome: Pupils have healthy food at school and plenty of exercise, pupils' attendance remains at or above the national target for all pupils including PP, parents have access to support with developing skills</p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Evidence and Rationale</b></p>	<p><b>Evidence impact</b></p>	<p><b>of Staff lead</b></p>	<p><b>Cost</b></p>	<p><b>Review</b></p>

<p>Close monitoring of attendance data. SENCO, Nurture Lead to work with families on this issue – always follow up non-attendance</p>	<p>Pupil Premium children attendance in line with overall attendance</p>	<p>Accelerated progress for PP children is dependent on good attendance.</p>	<p>Attendance data</p>	<p>Governors Inclusion manager LILT Attendance officer Home School Link</p>	<p>nil</p>	<p>April 2021 Non-attendance is closely monitored and always followed up. During school closure Jan- Feb 2021, SENCo and Nurture lead called all vulnerable families and ensured that all eligible were encouraged to attend school. Weekly phone calls as well as some visits were made to most vulnerable to encourage home learning as well as checking on welfare.</p>
<p>Close tracking of parental engagement across the year – HSCLW involvement with key families</p>	<p>Record shows whether pupil progress evenings have been attended, attendance at other events such as curriculum information evenings (when possible to hold these), engagement with home learning and Seesaw. “Low engagement” families can then be targeted directly with further support and possible interventions</p>	<p>Engagement with parents will lead to greater support for the curriculum and strategies / interventions</p>	<p>Excel engagement tracking grids completed by class teachers</p>	<p>Inclusion manager / class teachers</p>	<p>£7426.00</p>	<p>April 2021 HSCLW was supporting families across the year, providing additional support and encouraging engagement with school. All parents are followed up if not attending parents evenings.</p>

PSHE and PE promote healthy lifestyles, exercise, nutrition; encouraged in ks1 to access fruit at break times and ks2 access surplus fruit	Pupils will develop a healthy approach to their lifestyles and will begin to develop some self- help strategies such as choosing the healthier options when offered a choice. Every day in school there will be physical exercise for at least 30 minutes	Healthy eating and exercise will lead to greater overall fitness and wellbeing which in turn will impact attainment and life chances	Feedback from pupils and teachers, lesson observations, class timetables showing PSHE and daily exercise	Inclusion Manager (PSHE lead) PE teachers	nil	April 2021 Fully achieved
<p><b>C: Barrier:</b> Mental health issues impacting self-esteem, confidence and behaviour  <b>Additional factors linked to Covid19:</b> School closure, partial closure, isolating. Reduced contact with peers, fewer activities to take part in</p>		<p><b>C: Outcome:</b> Pupils are able to recognise and name their emotions and can regulate their behaviour</p>				
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	£10,000	April 2021 Fully achieved, start and end reports show excellent impact.
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.	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	£44,086.23	April 2021 Fully achieved. QCAs show excellent impact.
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.  *Covid19 - nurture team are on the playground every break / lunchtime rather than in Robin Room to avoid mixing bubbles	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	£2407.77	April 2021 Fully achieved.

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	DSLs, Safeguarding meeting group (Headteacher, Inclusion Manager and Nurture Lead)	£786.74	April 2021 Fully achieved
Teaching Assistant in Foundation Stage to support PP children and Casual additional Teaching Assistant to support PP children in Year 4 during Covid19 related staff absence	PP children receive additional support with early years development and interventions can be put into place tailored to individual needs Year 4 pp children continue to have their needs met despite additional staff absence	Pupils are able to meet the early years foundation stage goals Pupils are able to achieve curriculum targets	EYFS outcomes Year 4 outcomes	Inclusion manager	£17,553.24	April 2021 Fully achieved
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	£2307.60	April 2021 Fully achieved
Specialist advice and support from Point 5 behaviour consultancy	Strategies are developed and support is tailored to specific children	Positive behaviour is developed and these approaches can be incorporated into IBPs for key children	Reviews of IBPs	Inclusion Manager	£425.00	April 2021 Fully achieved

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	Inclusion manager	£320 spent plus £240 projected	April 2021 Fully achieved
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	£1790.56	April 2021 Fully achieved
D: Barrier: Lower educational level at home leading to poorer language, lower levels of engagement, aspiration, attitudes <b>Additional factors linked to Covid19:</b> Reduced contact with wider community, reduced numbers of visitors into school		D: Outcome: All pupils experience an equality of provision and are fully engaged in their learning				
Action	Intended outcome	Evidence and Rationale	Evidence of impact	Staff lead	Cost	Review
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	Up to £300 projected cost	April 2021 To be carried forward – partially achieved due to school closure
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	Up to £300 projected cost	April 2021 To be carried forward – partially achieved due to school closure

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 2021  To be carried forward – not yet fully achieved due to school closure
Raise expectations for children who are PP and SEN, discuss in pupil progress meetings with teachers	To ensure that children who are Pupil Premium and who have SEND are reaching full academic potential	To ensure that particularly vulnerable children who are Pupil Premium and SEND have appropriate level of support and (possible) diagnosis.	Good level of progress for SEN/PP children	Inclusion Manger	nil	April 2021 Pupil progress meetings address these concerns and target children falling into both categories as high priority