

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Little Bloxwich CE (VC) Primary School.
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ellen Taylor Headteacher
Pupil premium lead	Ellen Taylor Headteacher
Governor / Trustee lead	Luke Morgan Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,600
Recovery premium funding allocation this academic year	£12,797
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,397

# Part A: Pupil premium strategy plan

## Statement of intent

We believe all things are possible with God and this means that all our children irrespective of their backgrounds or starting points should make good progress while they are with us and achieve all they possibly can. Our pupil premium strategy is part of the support that enable our children to do this.

We have considered the potential challenges faced by some of our children, such as those who are in receipt of pupil premium funding and those who are considered to be vulnerable to ensure we have planned the right support to enable them to make good progress while they are at little Bloxwich.

Quality first teaching is at the centre of everything we do as our children only get one chance at school. Quality first teaching means all staff who work with and alongside our children need to have a good subject knowledge and understand how children learn. This is why our pupil premium plan has a CPD focus for our teaching assistants whose are a key part to helping children make progress.

We understand some of our children will need extra support to fill gaps in their learning and practice skills/knowledge they have learnt so they become fluent. The tutoring programme we offer aids this. The adaptive teaching style we use, is supported well by our teaching assistants and this means all children have the same access to all knowledge/teaching.

Underpinning all of these approaches is our commitment to the children as individuals and ensuring they get the right support/help, they need at the right time. Our PSA plays an integral part in the support we offer to our children and families.

## Challenges

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

Challenge number	Detail of challenge
1	Many children enter school with under developed oral language skills, and the vocabulary gaps between different groups of children is measurable. This continues across the school.
2	Some of our children have a limited experience of activities outside of school, they often do not leave the local area and some have very limited experiences

	beyond the family home. This means they have limited first hand opportunities to develop their own cultural capital.
3	Due to the fact, many of our children enter school well below the national expected level we have to ensure they make accelerated progress across all year groups in school.
4	Our attendance data indicates that some families fall below the expected attendance levels and this obviously has a huge effect upon their attainment in school.
5	Observations/discussions tell us there is a rising number of children who need extra support with their own wellbeing and mental health issues. Social and emotional issues need to be supported to enable children to feel safe and settled and allow them to learn.

## 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
1.Improved vocabulary and oral skills.	All children to experience direct teaching of vocabulary across the school. This to be evidenced through discussions with children and observations of classrooms and written work. A second Level 3 teaching assistant to be funded in EYFS to support this work further.
2. For all children to experience a range of first hand experiences.	For ALL children to experience school activities regardless of cost and for these experiences to have an impact upon learning and further knowledge of the world. All children to learn a musical instrument and Y5 and Y6 – fully funded.
3. For children entering school below the expected level to make accelerated progress throughout school.	Pupils eligible for PP funding to receive extra support/tutoring as needed. Most able children need to make at least expected progress across the school.  Evidence will be seen in trackers, book trawls, learning walks and discussion with children.
4. To ensure all children achieve at least 96% attendance.	All pupil with attendance levels below 96% are monitored/supported by PSA. This means attendance levels are high and families supported/challenged when these levels drop.
5.For all children to feel safe and secure at school enabling them to focus on learning –	Children and families to feel supported and this will be evidenced through parent/child questionnaires and discussions. The level of

support looks different depending upon the children's level and type of need.

engagement and attainment/progress made by identified children is directly linked to their wellbeing.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD sessions for all Teaching Assistants to be held weekly to focus on phonics teaching and maths skills.	Teaching assistants subject knowledge will be developed, this will mean the support in the classes is of a higher quality and more consistent across the school.	1 and 3
Part funding of teaching assistants hours to enable intervention groups, high quality in class support and nurture. Support adaptive teaching method.	Interventions are very useful when delivered in a timely manner by well trained staff, the adaptive teaching method means all children will receive the teaching they need to succeed but some children will need extra support to do this.	1,3 and 5
Purchase of DFE recommended maths scheme to secure consistent expectation of maths teaching across the school.	Supported by DFE guidance and research.	1 and 3

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

Budgeted cost: £50,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to receive extra phonics sessions in Reception and Y1 as needed. Identified children to receive daily "wobbly wallet" sessions to close gaps as soon as they happen.	Quality phonics sessions have a strong evidence base and have a direct affect upon pupils progress especially those from a disadvantaged background. Targeted phonics sessions have been shown to have a direct impact upon pupils' attainment.	1 and 3.

All PP children to have access to Times Table rock stars to help support the fluency of multiplication facts. Chrome books to be leant to Y5/Y6 pupils if needed.	Securing the fluency of basic mathematical facts enables pupils to access more complicated theories, the idea that they can become experts once they the sound grasp of basic knowledge and number facts.	3
Tutoring sessions delivered by school staff before/after school to identified PP children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those who are falling behind. Both lower and higher attaining children.  EEF research.	1,3 and 5

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

Budgeted cost: £48,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole staff re-fresher training on emotion coaching. This will inform a new behaviour policy.	EEF evidence around behaviour interventions.	4 and 5
PSA training and time to deliver drawing and talking, friends groups and focussed yoga/claiming sessions.	NHS guidance of supporting and developing children's sense of wellbeing. These sessions enable our PSA to support families to access other support as needed.	3,4 and 5
PSA monitoring and work with families around attendance issues.	DFE guidance has been used to develop policies and procedures; close work with the schools EWO service has also enabled us to refine policies as needed.	All areas.
Financial support for all pupils to experience more first-hand experiences eg – musical instrument lessons, attending Y6 residential and support in terms of equipment needed.	Children need to have a wide range of experiences and general knowledge to make the expected progress across the curriculum; this is shown in OFSTED research and also through our own knowledge of our children.	All areas.

**Total budgeted cost: £133,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### End of year data 2021-2022

##### EYFS (RECEPTION)

2022 -77% of our children achieved a GOOD LEVEL OF DEVELOPMENT (GLD)

DISADVANTAGED CHILDREN – 88%achieved GLD

##### YEAR 1 PHONICS TEST.

2022 -87% of our children passed the phonics test

DISADVANTAGED CHILDREN – 84%

##### KS1 SATS (YEAR 2) ATTAINMENT

SUBJECT	% AT EXPECTED LEVEL and ABOVE (ALL CHILDREN) 2022	% AT EXPECTED DEPTH 2022 (ALL CHILDREN)	% AT EXPECTED LEVEL and ABOVE DISADVANTAGED	% AT EXPECTED DEPTH DISADVANTAGED
READING	65%	10%	53%	6%
WRITING	61%	0	47%	0
MATHS	52%	3%	41%	6%

##### KS2 SATS (YEAR 6) ATTAINMENT

Subject	School (% of children achieved expected standard)2022	School (% of children who achieved a high level of attainment)2022	School (% of children achieved expected standard)2022	School (% of children who achieved a high level of attainment)2022

			DISADVANTAGED	DISADVANTAGED
READING	70%	13%	69%	0
WRITING	77%	3%	70%	0
SPELLING,PUNCTUATION and GRAMMAR	77%	17%	85%	15%
MATHS	60%	17%	46%	8%

COMBINED	55% 2018  NATIONAL 64%	65% 2019  NATIONAL 65%	53% 2022  PROVISIONAL NATIONAL 59%
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2022	Average scaled score.	Average progress.  DISADVANTAGED
READING	103 (National 105)	1.3 (1.18)
WRITING	N/A	2.8 (2.90)
MATHS	101 (National 104)	0.3 (-0.25)
SPELLING,PUNCTUATION  And GRAMMAR	105 (National 105)	N/A

## 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	Provider
NONE	NONE



