

Pupil premium strategy statement

School overview

Blenheim Park Academy 21-22

Metric	Data
Blenheim Park Academy	
Pupils in school	89
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	18,830 (based on last year's figure 14)
Academic year or years covered by statement	21-22
Publish date	Sept 21
Review date	May 22
Pupil premium lead	N Taylor
Governor lead	DPH

Disadvantaged pupil progress scores for last academic year (July 21)

Measure	Score (teacher assessments/no formal assessments due to lock down)(17)
Reading	50%
Writing	33.3%
Maths	50%
Combined score	33.3%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Measure	Activity
Priority 1	Aspiration for all children eligible for Pupil Premium to meet ARE in English and Maths by the end of year 6.
Priority 2	Improve punctuality for families eligible for Pupil Premium so that no time is lost to learning. This will be measured through attendance and punctuality %. Including remote learning engagement.
Barriers to learning these priorities address	Typically, children come into school with social and emotional barriers that require attention before they

	<p>are in the position to access age appropriate learning, particularly low levels of literacy (poor oral language skills) and maths understanding.</p> <p>Punctuality – leaders can evidence that where progress is slowest, punctuality is an issue.</p> <p>Turbulence within the family home –leaders can evidence that children who experience turbulence have greater challenge in accessing classroom learning. For some children remote learning was challenging - internet accessibility, IT expertise within the home, family well being.</p> <p>SEND needs – A number of pupils who are eligible for pupil premium also have a range of SEND needs which can impact disproportionately on their academic (and social) progress.</p>
Projected spending	£18,830

Teaching priorities for current academic year 21-22 (in SDIP focus on PP)

Aim	Target	Target date
To improve attainment in Reading. To increase the number of PP children reaching ARE.	Internal tracking to show improved /measure progress rates of all all PP children. in the event of lockdown accessible remote learning will be provided.	Per half term
Progress in Writing	All PP children to receive weekly small group tuition on focused writing tasks.	Review each half term in pupil progress meetings.
To improve attainment in Mathematics	All PP children to show measured progress through school data and receive targeted intervention.	Per half term in pupil progress meetings.
To increase the % of PP children to achieve 100% in Phonics. Phonics 100% of yr2 to pass 202 100% yr1 summer 22	Phonics 100% of yr2 to pass autumn 21 100% yr1 summer 22	Autumn 21 Summer 22
To provide timely support to families in crisis. Social and well being	For all PP children to receive family support from school and their specific needs through Thrive and trust family support. To improve attendance and punctuality for all PP children.	Per half term review each pupil progress meeting.

Targeted academic support for current academic year 21-22

Measure	Activity
<p>Priority 1 - All children eligible for PP to have access to focused teaching and support to address their specific curriculum needs. Internal tracking to show improved /measure progress rates of all all PP children. In the event of lockdown accessible remote learning will be provided.</p> <p>All PP children to receive weekly small group tuition on focused writing tasks.</p> <p>All PP children to show measured progress through school data and receive targeted intervention.</p>	<p>Weekly Oral interventions</p> <p>Weekly Reading comprehension strategies</p> <p>Daily Small group tuition</p> <p>Through class teaching Address learning gaps in writing and maths.</p>

Phonics 100% of yr2 to pass 202 100% yr1 summer 22	Differentiated teacher questions so the learning is pitch for the individual.
To improve attendance and punctuality for all PP children.	Punctuality and attendance will be monitored daily Contact made with families when required Trust family support to help with families, timing signposting to external agencies when needed.
For all PP children to receive family support from school and their specific needs through Thrive and trust family support.	One day per week trust family adviser to work with families. Individual thrive session as required and family thrive available.
Projected spending	£18830

Wider strategies for current academic year 21-22

Measure	Activity
Families build trust with school and communication improves.	Through daily contact with parents to enable school staff to better understand the families' barriers and better support avenues.
PP children have opportunities in line with all children.	Thrive sessions, 1 to1 sessions with trust pastoral/parent support officer. Remote learning provision if needed. Access to clubs and trips. Project fund
Projected spending	£2000

Review: last year's aims and outcomes

Aim	Outcome
To raise aspirations to meet ARE in English and Maths by the end of year 6 and to make expected progress from their starting points.	<ul style="list-style-type: none"> 50% of the pupils eligible for Pupil Premium have SEND. All have made steady progress from their starting points. 50% of pupils eligible for Pupil Premium met ARE in maths and reading. 33% achieved ARE combined score (Read, Write, Maths)

<p>To improve attendance.</p>	<ul style="list-style-type: none"> • During the time of partial school closure, 41% of pupils who are eligible for Pupil Premium attended in school learning (classed as vulnerable pupils). • 59% of families (who are eligible for Pupil Premium), engaged in regular communication with school during the partial closure period. • 29% of families had limited engagement with online learning activities. This lack of engagement is reflected in summer term progress scores.
<p>Improve family/academy engagement.</p>	<ul style="list-style-type: none"> • Regular communication took place throughout all partial school closures. • All families were offered support that needed it. • All pupils were encouraged to attend school based learning. Those not wishing to attend, were given devices. • In school family sessions were postponed due to Covid restrictions. Communication continued virtually. • 100% of families accessed support through the Trust Pastoral Assistant or the Academy during the pandemic for specific needs; e.g. devices, learning, FSM, respite, 'well-being Wednesday'.