

# Pupil premium strategy statement

## School overview

### Blenheim Park Academy 22-23

Metric	Data
Blenheim Park Academy	
Pupils in school	73
Proportion of disadvantaged pupils	17.8%
Pupil premium allocation this academic year	£13,450
Academic year or years covered by statement	22-23
Publish date	Sept 22
Review date	June 23
Pupil premium lead	N Taylor
Governor lead	DPH

### Disadvantaged pupil progress scores for last academic year (July 22) (12 pupils)

Measure	Score
Reading	75%
Writing	50%
Maths	67%
GLD	50%
Phonics	100%

### 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.

<p>Barriers to learning these priorities address</p>	<p>Typically, children come into school with social and emotional barriers that require attention before they 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 this have greater challenge in accessing classroom learning. Home learning environment is particularly a barrier without good remote learning provision including internet accessibility and good communication with home and school.</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>
<p>Projected spending 2022-23</p>	<p>£13,450</p>

## Teaching priorities for current academic year 22-23 (in SDIP focus on PP)

Aim	Target	Target date
1) To improve attainment in reading. To increase the number of PP (8) children reaching ARE.	Internal tracking to show improved measured progress rates for 100% PP children. Including intervention sound discovery. 75% attaining ARE by the end of the year.	July 23
2) Progress in Writing	All pp children to receive in class support and focused writing sessions. 67% to achieve ARE	Half termly progress meetings. July 23 for EXS
3) To improve progress in Mathematics and attainment.	100% PP children to show measured progress half termly through school data and receive targeted intervention through in class support.	Half termly progress meetings. July 23 for EXS.
4) To increase the % of PP children to achieve improved Phonics knowledge. (KS2)	Intervention programs to measure phonic knowledge and improve reading level. (sound discovery)	Half termly progress meetings.
5) To improve Attendance and punctuality for all PP.	Daily monitoring of the attendance and supporting families.	Half termly reports.
6) To provide social and well- being support in a timely manner.	PP families to receive support from the trust family support officer and Thrive if needed.	Weekly

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year 22-23

Measure	Activity
<p>Priority 1, 2, 3, 4 - All children eligible for PP to have access to focused teaching and support to address their specific curriculum needs in phonics, reading, writing and maths. Internal tracking to evidence improvement in progress and attainment.</p> <p>All PP children receive small group support daily.</p>	<p>Oral interventions – Talk boost, sound discovery, phonics catch up, SALT interventions</p> <p>Reading comprehension strategies – guided reading, pixl, sound discovery, monster phonics.</p> <p>Small group tuition- power maths, pixl</p> <p>Address learning gaps e.g fractions, time, division, money.</p>

All PP children to show measured progress through school data and targeted interventions.	Pixl subscription <b>£2,700</b> Class support in each class to support PP and SEND. Funding for intervention/catch –up/ clubs <b>£10,000</b>
Priority 5 – To improve attendance and punctuality via Pupil asset.	Daily contact with families, monitoring closely punctuality follows school policy. Offering trust family support to help with families, timely sign posting to external agencies when needed. Report persistent absences to governors half termly.
For PP children to receive trust family support for well- being and hardship support.	One day per week family adviser to work with families. E.g. play sessions, child sessions, family meetings EHAPS, extra funding. Thrive assessments and sessions available. <b>£244</b> thrive subscription
Projected spending	<b>£12944</b>

### Wider strategies for current academic year 22-23

Measure	Activity
Families working closely with trust family support officer.	Improve well –being and whole family support and to understand the families barriers to help support the children more appropriately. To address their needs.
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 support towards trips.
Projected spending	<b>£506 contingency</b>

### Review: last year's aims and outcomes from academic year 2021-22

Aim	Outcome
To improve attainment in Reading. To increase the number of PP children reaching ARE.	75% of PP pupils achieved ARE in reading by July 22 across whole school.(9/12)
To improve progress in writing	50% of PP pupils achieved ARE in writing by July 22 across the whole school. (6/12)
To improve attainment in Mathematics	67% of PP pupils achieved ARE in maths by July22 across the whole school. (8/12)

	<p>Parent questionnaires evidenced the positive opinion that school provides the correct level of homework, school work and reports back progress for their children.</p> <p>50% combined score of PP children scored ARE in reading, writing and maths.</p>
GLD in 100% of PP children by July 22	50% of PP pupils achieved GLD (1/2)
<p>To increase the % of pp children achieved 100% in Phonics</p> <p>Phonics 100% of yr 2 in the autumn</p>	<p>100% of PP children in yr 1 achieved Phonics pass. (100% of yr 1 passed)</p> <p>Yr2 100% passed autumn 21</p>
To provide timely support to families in need of well- being and hardship support especially during these unprecedented and challenging times.	<p>All disadvantaged children received a sack of Christmas presents provided by a charity.</p> <p>Food vouchers have been provided.</p> <p>Well- being meetings with families.</p> <p>Child sessions</p> <p>Support with clubs and trips.</p> <p>Resilience has been improving since a return to school from spring 21. Gold Award sessions have focused on team building, self- esteem.</p>