

# Pupil premium strategy statement – Blenheim Park Academy 23-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	1 <sup>st</sup> October 2023
Date on which it will be reviewed	15 <sup>th</sup> July 2024
Statement authorised by	N. Taylor
Pupil premium lead	N. Taylor
Governor / Trustee lead	M. Heley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£0 awaiting notification of any money from the DFE
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,460

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils such as those who have the support additional services (social worker and Young Carers). The activity we have outlined in this statement is also intended to support their needs regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy.

Our strategy also supports education recovery following the Covid pandemic, notably it is targeted support through the National Tutoring Programme for pupils whose education has been worse effective, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs which are identified through robust assessment. The approach we have adapted supports pupils to excel. To ensure we are effective we will: -

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene and the point the need is identified.
- Adopt a whole school approach where each member of staff takes responsibility for disadvantaged pupil outcomes
- Raise expectation of what all pupils can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline, teacher assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps.

	These are evident from Reception to Key Stage 2. These gaps are more evident in disadvantaged pupils than their peers.
2	Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics.
3	Our assessments and observations with pupils and families indicate that the education and well-being of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the pandemic to the greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations especially in writing and maths.
4	Our assessments (including the well-being survey), discussion with pupils and families have identified social and emotional issues for many pupils including a lack of enrichment opportunities and social interaction with others. These challenges affect disadvantaged pupils including their attainment.

## 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
Improved oral language skills and vocabulary amongst disadvantaged	Assessments and observations indicate significantly improved oral language among disadvantaged. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, attendance data and on-going formative assessment.
Improved reading attainment among disadvantaged	KS2 (Y6) reading outcomes in 2023/24 show that 67% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged	KS2 (Y6) reading outcomes in 2023/24 show that 67% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged	KS2 (Y6) reading outcomes in 2023/24 show that 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being for all pupils in our school particularly for our disadvantaged pupils	Sustained high levels of well-being for 23/24 demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>

## 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.

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

Budgeted cost: £ 19,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics sessions targeted at disadvantaged pupils who require phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2
One to one and small group precision teaching targeted at disadvantaged pupils who require support in reading, writing and maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in one-to-one and in small groups  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils will receive	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in one-to-one and in small groups  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3

tutoring will be disadvantaged.		
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional wellbeing through the use of THRIVE	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4

**Total budgeted cost: £ 20,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 22/23 academic year using KS1 and 2 performance data, phonics checks and own internal assessments.

Our disadvantaged cohorts are small and therefore difficult to compare against the national average. Our data analysis shows us that:

67% of disadvantaged pupils in Y1 reached the level required in the phonics screening check (cohort of 3).

100% of disadvantaged pupils in Y2 reached age related expectations in writing and greater depth in maths and reading (cohort 1).

100% of disadvantaged pupils in Y6 reached age related expectations in reading, writing and maths (cohort 1).

The number of disadvantaged pupils has grown since the pandemic. Our observations show that there are challenges in relation to well-being and mental health for some of our disadvantaged families.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
To support pupils' social and emotional well-being focussing on first aid, speaking and listening, team building, cooperation and forest schools.	CC1

## Further information (optional)

### **Additional activity:**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback  
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering extra-curricular activities at lunchtime to booster well-being, aspiration and behaviour. Activities incorporate resilience, team work and socialising.

### **Planning, implementation and evaluating**

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years. We have triangulated evidence from multiple sources of data which include assessment, class book scrutinies, conversations with parents/carers, pupils and teachers in order to identify the challenges.

We will review our plan termly and make adjustments to accommodate any emerging needs and/or new pupils.