



## Pupil Premium Strategy Statement: St Blaise School 2021-22

Summary information					
Academic Year	2021-22	Total PP budget	£1,320 per pupil 20 PP including ever6 and FSM 1 LAC pupil	Date of most recent Governor strategy discussion	June 2021
		Based on April 2021 numbers £24,740 – 2019/20			
Total number of pupils	98	Number of pupils eligible for PP	Sep 2021	Date for next Governor review of this strategy	Feb 2022

Due to pupils being easily identified no data is included in this report

Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>Data sources that can help you identify barriers to attainment include: RAISE online; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers	In-school pluses
<b>A.</b> 70% of PP and LAC pupils are also SEND	<ul style="list-style-type: none"> <li>Specialisms within the school through SENCO/HLTA. Willingness to access and utilise external support.</li> <li>Additional TA expertise for 2020-21 – Maths/ EAL</li> <li>Effectiveness of targeted 1:1 support – linked to Catch up curriculum</li> <li>PP who are not SEND making better progress</li> <li>Outcomes for PP children in Y6 are good</li> </ul>
<b>B.</b> In year fluctuations to PP register makes tracking and reporting challenging	<ul style="list-style-type: none"> <li>Tracking systems are in place – at an individual level</li> <li>Governor knowledge is at a high level – challenge made</li> </ul>
External barriers	
<b>C.</b> Low uptake of school meals – possible nutritional impact	<ul style="list-style-type: none"> <li>School catering service that has gone from strength to strength, as local service and at a country level</li> <li>Willingness to adapt to the needs of the school.</li> </ul>
<b>D.</b> Increasing percentage of parents struggling to understand how to meet the needs of their	<ul style="list-style-type: none"> <li>Staff commitment to meeting the needs of the child and their family</li> </ul>



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	child/family. Decline in services to support families	<ul style="list-style-type: none"> <li>• Trained trauma specialist TA</li> <li>• Support from the LCSS – community working is highly regarded</li> <li>• Abingdon partnership has a network of home school link workers</li> </ul>
<b>E.</b>	Pupils experiencing personal or family trauma	<ul style="list-style-type: none"> <li>• Good community relationships leads to information sharing</li> <li>• Staff are aware of pupil needs and social challenges</li> <li>• 2 TAs have completed trauma training –</li> <li>• 1 TA willing to be a home school link worker</li> </ul>
<b>F.</b>	Pupils arriving at school late or not prepared for the day	<ul style="list-style-type: none"> <li>• Breakfast club is available – capacity of 15 pupils – club opens at 8am and sends the pupils directly into class</li> <li>• Breakfast club provides food to start the day</li> <li>• Staff can contact parents if children are missing equipment – needs things from home</li> <li>• Staff will hear pupils read and support with homework</li> </ul>

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	<p><b>PP Pupils who are SEND, as well as PP (non-SEND) make close the gap progress</b></p> <p>*Reception pupils’ needs identified quickly</p> <p>* KS1 ( years 1 &amp;2)– targets are matched to specific needs and action met through targeted teacher and TA support</p> <p>*All KS2 pupils have explicit strategies to help them plan, monitor and evaluate –taking responsibility for their learning</p>	<ol style="list-style-type: none"> <li>1. Baseline data is effective informing targeted support</li> <li>2. KS1 pupils make accelerated progress</li> <li>3. PP SEND and PP continue to make close the gap progress</li> <li>4. Pupils in Willow class make good progress and support is seen to be closing the gap</li> <li>5. KS 2 pupils have high self-esteem: demonstrated by the learning behaviours as well as attainment and progress</li> </ol>
<b>B</b>	<b>Individualised data is key driver for monitoring outcomes</b>	<ol style="list-style-type: none"> <li>1. Monitoring by HT/responsible governor tracks individual progress and attainment. (Over the course of the year most pupils will be sampled by governor tracking.)</li> </ol>
<b>C</b>	<b>Increased take up of FSM by targeting all KS1 pupils</b>	<p>(July 2021 – 54% of all free school pupils took up the option; 86% of Reception and KS1 pupils to take up the option of FSM)</p> <ol style="list-style-type: none"> <li>1. Raised awareness of the benefits of school meals</li> <li>2. Increased take-up by all pupils in KS1 impacting on PP take-up</li> </ol> <p>Link to Sports and PE plan</p>
<b>D</b>	<b>Development of a part time home- school link worker</b>	<ol style="list-style-type: none"> <li>1. Work with 3 key families to be developed this year</li> <li>2. Link worker attends Familiar Family TAFs</li> <li>3. Link worker can offer feedback directly to SENCO/Safeguarding team</li> </ol>



<b>E</b>	<b>Using trauma trained staff to develop interventions and personalised programs</b>	<ol style="list-style-type: none"> <li>2 TAs trained as trauma specialists</li> <li>Specific strategies agreed to support vulnerable and traumatised pupils</li> <li>Reduction of time spent dealing with playtime issues due to new TA role</li> </ol>
<b>F.</b>	<b>Breakfast club offered to PP children</b>	<ol style="list-style-type: none"> <li>Reduction in pupils who are late for registration</li> <li>Pupils arrive at registration ready for school</li> <li>Increase in pupils completing homework</li> </ol>

**Planned expenditure** *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

<b>Academic Year</b>	<b>2021-22</b>
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**Quality of teaching for all and targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review – impact and lessons learnt</b>
<p><b>PP Pupils who are SEND, as well as PP (non-SEND) make close the gap progress (50% of the PP children are also SEND)</b></p> <p>Reception pupils' needs identified quickly</p> <p>KS1 (Years 1 &amp; 2)– targets are matched to specific needs and action met through targeted teacher and TA support</p>	<p>QFT to be seen across the school</p> <ol style="list-style-type: none"> <li>New Reception baseline to be used; Teacher Assessment identifies needs quickly</li> <li>Recently qualified staff to have additional support from all staff with specific subject expertise. Coaching provided to support PP pupils and identification of needs</li> <li>Small classes Y3 and Y4</li> <li>Additional support in Recp – use of Nelli language program</li> <li>Yr1&amp;2 to have additional support for 4 weeks – targeted at PP/SEND pupils</li> </ol>	<p>Currently PP, not SEND, pupils make good progress and sometimes outstanding progress. (See groups data), PP who are SEND make good progress but not diminish the difference progress</p>	<ol style="list-style-type: none"> <li>Monitoring data regularly</li> <li>Feedback from teachers, TAs, mentors of NQT - successful NQT year</li> <li>Gathering evidence from of pupil voice/ discussions; learning questionnaires (metacognition)</li> <li>Observations; planning and book scrutiny</li> <li>Robust monitoring of action plan targets</li> </ol>	<b>All staff</b>	



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<p>All KS2 PP pupils have explicit strategies to help them plan, monitor and evaluate –taking responsibility for their learning</p>	<ul style="list-style-type: none"> <li>vi. Additional support for maths in terms of specific Maths TA to support learners</li> <li>vii. Action plan targets set for all PP children</li> <li>viii. Close monitoring of vulnerable groups – clearly planned- outcomes shared with staff</li> <li>ix. Weekly meetings between Teachers and TAs to update PP plans – ensure that learning is being adapted and used to target support</li> </ul>				
<p><b>Individualised data is key driver for monitoring outcomes</b></p>	<ul style="list-style-type: none"> <li>i. PP data is monitored as part of individualised approach</li> <li>ii. Governors monitor data - 6 meetings a year – accountability and professional discussions used</li> <li>iii. Planning time and PPA for TAs so that work can be targeted for this group</li> <li>iv. One to one support via – new TA (maths and MP (English)</li> <li>v. Use of feedback marking to support teachers’ understanding how children learn</li> <li>vi. Pupils are able to understand their targets and can express their academic need</li> </ul>	<p>The analysis of group data is largely unreliable due to PP pupils on roll fluctuating during the year</p>	<ul style="list-style-type: none"> <li>1. Data monitoring</li> <li>2. Pupil voice/learning discussions (metacognition)</li> <li>3. QFT and learning walks</li> <li>4. Action plan monitoring linked to data; teacher reacting quickly to outcomes and making adjustments</li> </ul>		
<b>Total budgeted cost</b>					£15,000 (Salaries)

<b>External factors</b>					
<p><b>Increased take up of FSM by targeting all KS1 pupils</b></p>	<ul style="list-style-type: none"> <li>i. Publicity of meals – working with company</li> </ul>	<p>School has one of the lowest take up of</p>	<ul style="list-style-type: none"> <li>1. % improves overtime</li> <li>2. Monitoring lunch boxes</li> </ul>		



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<p>July 2021 – 54% of all free school pupils took up the option</p>	<ul style="list-style-type: none"> <li>ii. Evaluate menus with company – understand the patterns and weaknesses using data</li> <li>iii. Meal samples at all events</li> <li>iv. Try for a week scheme to be launched in the Autumn</li> <li>v. Cookery club so that pupils understand how food is made</li> <li>vi. Parents invited – Year group meals (7 x per year)- September Recp</li> <li>vii. Link to Eco schools – less packaging</li> <li>viii. Additional advertising</li> <li>ix. Focus within PSHE lessons – healthy living</li> </ul>	<p>school meals in the county. Understanding the school's catering needs as part of school expansion. Providing pupils with a nutritious hot meal each day. Children understanding about healthy living and balanced meals. Reducing use of plastic.</p>	<ul style="list-style-type: none"> <li>3. Take up for cookery club</li> <li>4. Pupils taking a greater interest in food and understanding nutrition – discussions, pupil voice, pupil parliament</li> </ul>		
<p><b>Develop a part time home school link worker</b> Post to support vulnerable families on the edge of social care Ease pressure on Head to run EHA and TAF meetings</p>	<ul style="list-style-type: none"> <li>i. TA chosen for position – LH</li> <li>ii. Job description for this role formulated and discussed</li> <li>iii. Training for EHA and TAF and other courses that might support role</li> <li>iv. Link between TA and LCSS</li> <li>v. Discussion with other HSL workers through Abingdon partnership</li> <li>vi. Timetable to reflect work with 3 target families</li> </ul>	<p>Increasing number of families on the fringe of social care – 5 families assessed this year 2 families who were on CIN and CP plans have gone back into the social care system – not picked up Increased housing and school expansion – need to understand the needs of the community (link with SIAMS)</p>	<ul style="list-style-type: none"> <li>1. Parent / pupil voice</li> <li>2. Better outcomes - QCA</li> <li>3. Reduced incidents meeting social care threshold</li> <li>4. Reduced workload - HT</li> </ul>		
<p><b>Using trauma trained staff to implement programmes with children</b></p>	<ul style="list-style-type: none"> <li>i. Use of Abingdon trauma centres – use of facilities</li> <li>ii. Action plan how we can support pupils</li> </ul>	<p>Self-esteem is a major key to success in life. The</p>	<ul style="list-style-type: none"> <li>1. There is a greater understanding of how to support children and families</li> </ul>		



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	<p>and be proactive not reactive to needs</p> <p>iii. Consider development of a space in new building</p> <p>iv. Supporting families and the wider community through effective signposting – linked to school link worker who is trauma trained</p> <p>v. Play therapist used with 2 pupils – staff to gain experience and ideas- possible training</p>	<p>development of a positive self-concept or healthy self-esteem is extremely important to the happiness and success of children. High self-esteem leads to children being able to :</p> <ul style="list-style-type: none"> <li>-act independently</li> <li>-assume responsibility</li> <li>-take pride in accomplishments</li> <li>-attempt new tasks and challenges</li> <li>-handle positive and negative emotions</li> <li>-offer assistance to others</li> </ul> <p>Staff need to understand the impact of trauma so that provision links even closer to need.</p>	<p>through various traumatic events</p> <ol style="list-style-type: none"> <li>2. Regular staff discussions (enabled through staff meeting agendas or other meetings)</li> <li>3. Key strategies identified</li> <li>4. When and where to signpost families</li> <li>5. Clear link to role of home school link worker</li> <li>6. Use of outside agencies (play therapist working 1:1 with 2 pupils)</li> </ol>		
<p><b>PP children invited to join breakfast club</b></p>	<p>i.Places made available to all PP children.</p> <p>ii.Possible increase in staff for Sep 2021 so that children can get increased support during sessions</p>	<p>Increased lateness amongst families – 6 PP children are regularly late to school.</p> <p>Group of children ( 3 families) unsettled/ not prepared for the day</p>	<p>i.PP families invited to attend – through 1:1 family meetings</p> <p>ii. Staffing reviewed once take up is understood</p>	<p>RL</p> <p>Breakfast club staff</p>	
<b>Total budgeted cost</b>					£11.000



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