



Bloxham Grove
ACADEMY

Bloxham Grove Academy: Pupil Premium Strategy Statement – 2024/25

This statement details Bloxham Grove Academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. As a new school, we do not have outcomes to analyse from the last academic year.

School Overview

Detail	Data
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	This is a 3yr plan from September 2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Charlotte Roberts – Head Teacher
Pupil premium Lead	Lynne Smith – Deputy Head Teacher
Governor / Trustee lead	Sian Rodway – Chair of the Local Academy Board (LAB)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	Approximately £45,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	Approximately £45,000

Part A: Pupil Premium Strategy Plan

Statement of intent

What is the pupil premium funding and how should it be used by schools?

Schools should spend the pupil premium funding on evidence-based approaches to raise the achievement for our students who are identified as being disadvantaged. Each school should choose the activities and priorities they think are the most appropriate to support the learning of their students; however, the Department for Education (DofE) proposes that schools use the funding to take part in activities such as to support the quality first teaching in every classroom, to provide targeted academic support and to overcome non-academic barriers to success in school such as encouraging good attendance, supporting students to have positive and school-ready behaviours for learning and to support their social and emotional growth. Schools can spend their premium on a wider cohort of students than those who are eligible for the funding and leaders can direct the funding where they think the need is greatest. There is no demand on schools to demonstrate an allocation of funds to particular students whether they are eligible for the funding or not.

How will we use the funding at Bloxham Grove Academy?

We are an inclusive special school for children with cognition and learning difficulties who may also have Social, Emotional and Mental Health (SEMH) needs. As such we have a student body which is vibrant and lively; our students have a diverse range of needs, and we aim to deliver the best possible outcomes for them all regardless of their background or specific barriers to learning. We use the guidance from the DofE to explore their three focus areas and we follow their advice to use the findings of the Education Endowment Foundation (EEF) to guide our choice of activities.

We aim to ensure that our students experience success and achievement in all aspects of their school life. Our overall aim with our targeted allocation of the pupil premium funding is to ensure its use has a sustained and meaningful impact on the lifelong opportunities for children in our school community who are deemed to be disadvantaged in all its many forms.

How will we identify students as being 'disadvantaged'?

We define 'disadvantage' in many ways and we do not take eligibility for Free School Meals (FSM) as our sole indicator of need; we also consider the intersectional vulnerabilities of our students such as identifying students who are open to Children's

Social Care or who have been open to them in recent years, children who are Young Carers, and children who are growing up in areas which have been deemed to be the most deprived nationally.

Challenges

A high proportion of our students face additional barriers to learning beyond their identified Special Educational Needs. These can be classroom-based challenges as well as non-academic issues that impact our students’ ability to fully access and participate in the curriculum offer and the wider school experiences.

The table below details the key challenges to our students fully reaching their potential and achieving their goals and targets. These challenges were identified from a range of data sources including discussions with staff and students, conversations between staff and parents during parents’ evenings, scrutiny of students’ paperwork on admission, and wider work with multi-agencies beyond the school. In this way this strategy is a truly co-produced piece of work.

Challenge number	Detail of challenge
1	Our admissions criteria states that on entry to the school, our students join us with significantly below age expected skills in literacy and numeracy. Our aim is to ensure that students make enough progress with their learning with these two key skills to have functionality to thrive in everyday life. If we do not focus on literacy and numeracy our disadvantaged students will have less access to the world of work and wider life skills and opportunities than their more affluent peers.
2	Many of our students cannot read fluently with confidence. They do not have skills in reading accurately, are unable to make inferences from what they have read, and they find it difficult to retell or summarise what they have read. Their reading comprehension skills are poor.
3	Most of our students join the school with low self-esteem and a low sense of themselves as positive learners. During in-school observations and discussions with parents it is apparent that our students have suffered from feelings of inadequacy and a sense that they are unable to learn. This lack of confidence and self-belief appears to stem from past experiences rather than being associated solely with their SEND.
4	Our in-school observations and discussions with parents have shown that our students are unable to recognise their feelings and tend to think they have only three emotions: sad, happy and angry. Much work needs to be done to support all our students to understand the range of emotions and they may be feeling. Encouraging their

	emotional literacy and giving them the tools to be able to express how they are feeling is key. This is especially pertinent for our disadvantaged students who appear to have disproportionately underdeveloped emotional literacy skills.
5	Although our attendance data indicates that as a school our overall attendance rate is good, our data and tracking demonstrate that disadvantaged students tend to have lower attendance in comparison with their peers. They are more likely to be included in our severe and persistent absentee data than their more affluent peers. The impact of low attendance has a much more detrimental impact on the progress and attainment of disadvantaged students who are much less likely to be able to catch up on missed learning than their peers. Additionally, multiple changes of educational setting, with some students being permanently excluded from one or more previous schools, has contributed to a historical lack of engagement with school. The Covid-19 pandemic exacerbated this barrier with some students not yet fully recovering from the closure of schools.
6	The progress of some of our disadvantaged students is further impeded by their lack of independence and preparation for adulthood skills. Our assessments, observations and discussions with students show that they often require support with independence, personal care, and life skills.
7	Our parents are supportive of their children and of the school. They want the best for their children and want to work with the school to achieve this. Sometimes they look to the school for advice about how to effectively and positively parent a child with SEND. They may not have any other support for themselves outside of the school and therefore the relationships that are built with school staff are essential.

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
<p>Literacy and Numeracy: We aim to see good progress in literacy and numeracy for all our students, relative to their starting points as identified in their Termly Outcomes Plans (TOPs) and through formal baseline assessments using the BSquared tool. There should not be any discernible difference between the progress of students in receipt of the Pupil Premium Funding and their peers</p>	<ul style="list-style-type: none"> - BSquared data shows progress in literacy and numeracy - Scrutiny of teachers' planning shows a data-led approach - Students' EHCP outcomes are the drivers for individualised learning as evidenced in their TOPs - Analyse of TOPs shows students are making good progress with their literacy and numeracy outcomes - The academy's assessment of the Quality of Education is at least good

	<p>for English and maths as evidence in learning walks and deep dives</p> <ul style="list-style-type: none"> - Academy based tracking systems do not show any difference between the progress of students who are eligible for the Pupil Premium Funding and their peers
<p>Reading: All our students should be making progress with their reading; they should be growing in accuracy, comprehension and fluency as well as gaining a love of reading which is encouraged throughout the school</p>	<ul style="list-style-type: none"> - Individual reading records show that students are reading a variety of books (both fiction as well as non-fiction) - Sound Reading Scheme data tracking shows that good progress is being made; and intervention is put in place where there is evidence of students stalling or plateauing - The Access Reading Test (ART) demonstrates that the most able readers are making good progress in line with their starting points - Books are cherished and enjoyed by students; they are able to talk about the books they are reading and there are book areas in every classroom (including specialist rooms like science, art, cooking) - Students are comfortable reading aloud to a known adult in school - Staff are confident to support students across the curriculum using phonetic approaches with consistency and accuracy
<p>Raising self-esteem and encouraging a positive sense of self: We aim for our disadvantaged students to gain a greater confidence and self-esteem to be able to better understand the world around them and how they can positively contribute to this world</p>	<ul style="list-style-type: none"> - Student voice is strong in the school; there is strong evidence of students talking to adults in school, they can name adults who they trust and who they are confident to talk to - There are opportunities for students to speak and engage with a range of their peers throughout the school week such as after school clubs (which are well attended), during the Friday celebration session when students can choose a variety of

	<p>activities, and during free association at break and lunch when they are able to choose who to spend time with</p> <ul style="list-style-type: none"> - All About Me paperwork for Annual Reviews evidences a growing sense of self-belief amongst our students - Options for Louvre Gallery (KS4) are well received, and students are undertaking a range of chosen subjects which they recognise will help them to achieve their goals with the next steps in their education - High quality support is offered by the Pastoral Team; interventions are appropriate, carefully planned and tracked and there is evidence that they are making an impact and improving students' sense of self - Peer mentoring of younger students is widespread and both the mentor and mentee can talk positively about the impact that this is having
<p>Improving emotional literacy: Our students will be supported with having the tools to talk about how they are feeling and to be able to express a range of emotions. We aim for them to have a wider vocabulary to be better able to voice their feelings and to be able to self-advocate</p>	<ul style="list-style-type: none"> - Students positively engage with the reflection sheets throughout the day; they can reflect on their learning through using a range of emotions - Students can describe a range of emotions beyond sad, happy and angry - The academy's in-house Social and Emotional Growth assessment grid shows that students are making progress in reflecting on their own experiences and feelings, whilst learning to communicate these with others in an appropriate and safe way - There is positive engagement with the Restore Model; students can reflect after moments of crisis or when negative decisions have been made - Students are engaging in academy led therapies such as Lego therapy, therapy through art, cooking and PE

	<ul style="list-style-type: none"> - There is a culture in the school of celebrating success; this is meaningful and students voice that their achievements are recognised and praised
<p>Raising attendance: We intend to raise attendance for all groups of learners and to concurrently ensure that there is not a gap between the attendance of disadvantaged students and their peers</p>	<ul style="list-style-type: none"> - Data tracking shows improved attendance for all students and there is no discernible gap between the attendance of eligible students and their peers - Case studies for students who have previously been deemed as severe or persistent absentees show an improvement with their engagement with learning and therefore their attendance % has improved - Effective and relevant use of Alternative Provision or Work Experience has seen an improvement with individual attendance - The academy can evidence interventions and support (including working with appropriate external professionals) for any students who are deemed to be a severe absentee and where provision external to the academy would be more appropriate
<p>Independence and life skills: With encouragement and support from adults in school, we aim to see our disadvantaged students gain an understanding of themselves as learners in order to be able to visualise and plan for a positive future. We intend for them to be fully participating adults who positively contribute to society</p>	<ul style="list-style-type: none"> - Our students engage with activities such as going to Warriner Farm, Duke of Edinburgh, Learning Outside of the Classroom, Art, cooking along with other opportunities to develop their understanding of their likes and aspirations - Our Careers Programme is robust and centres around enabling our students to undertake Work Experience placements, make links with local colleges and employers in order to support our students explore what they may like to do as a career in the future
<p>Supporting parents: We aim to support our parents to gain confidence with their</p>	<ul style="list-style-type: none"> - A programme of Parents' Events has been put together for the academic year 2024/25 which includes three

<p>parenting skills so they feel better equipped to help and encourage their children</p>	<p>Parents' Evenings, three Parents' Coffee Mornings and six Parents' Workshops - this programme aims to offer parents opportunities to hear from and speak to members of staff about topics to support their understanding of provision at BGA as well as giving time for parents to speak to each other to further embed a sense of school community</p>
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