



**Bloxham Grove**  
ACADEMY

## **Bloxham Grove Academy: Pupil Premium Strategy Statement – 2025/2026**

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**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	This is a 3yr plan from September 2024
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Charlotte Roberts – Head Teacher
Pupil premium Lead	Kelly Westwood – Deputy Head Teacher
Governor / Trustee lead	Sian Rodway – Chair of the Local Academy Board (LAB)

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
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
<b>Total budget for this academic year</b>	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><b>Literacy and Numeracy:</b> 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"> <li>- Earwig data shows progress in literacy and numeracy</li> <li>- Scrutiny of teachers' planning shows a data-led approach</li> <li>- Students' EHCP outcomes are the drivers for individualised learning as evidenced in their TOPs</li> <li>- Analysis of TOPs shows students are making good progress with their literacy and numeracy outcomes</li> <li>- The academy's assessment of the Quality of Education is at least good</li> </ul>

	<p>for English and maths as evidence in learning walks and deep dives</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>
<p><b>Reading:</b> 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"> <li>- Individual reading records show that students are reading a variety of books (both fiction as well as non-fiction)</li> <li>- 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</li> <li>- The Access Reading Test (ART) demonstrates that the most able readers are making good progress in line with their starting points</li> <li>- 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)</li> <li>- Students are comfortable reading aloud to a known adult in school</li> <li>- Staff are confident to support students across the curriculum using phonetic approaches with consistency and accuracy</li> </ul>
<p><b>Raising self-esteem and encouraging a positive sense of self:</b> 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"> <li>- 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</li> <li>- 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</li> </ul>

	<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"> <li>- All About Me paperwork for Annual Reviews evidences a growing sense of self-belief amongst our students</li> <li>- Options for Louvre Gallery (KS4) and Serpentine Gallery (KS5) 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 and into adulthood.</li> <li>- 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</li> <li>- Peer mentoring of younger students is widespread and both the mentor and mentee can talk positively about the impact that this is having</li> </ul>
<p><b>Improving emotional literacy:</b> 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"> <li>- Students positively engage with the reflection sheets throughout the day; they can reflect on their learning through using a range of emotions</li> <li>- Students can describe a range of emotions beyond sad, happy and angry</li> <li>- 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</li> <li>- There is positive engagement with the Restore Model; students can reflect after moments of crisis or when negative decisions have been made</li> </ul>

	<ul style="list-style-type: none"> <li>- Students are engaging in academy led therapies such as Lego therapy, therapy through art, cooking and PE</li> <li>- There is a culture in the school of celebrating success; this is meaningful and students voice that their achievements are recognised and praised</li> </ul>
<p><b>Raising attendance:</b> 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"> <li>- Data tracking shows improved attendance for all students and there is no discernible gap between the attendance of eligible students and their peers</li> <li>- 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</li> <li>- Effective and relevant use of Alternative Provision or Work Experience has seen an improvement with individual attendance</li> <li>- 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</li> </ul>
<p><b>Independence and life skills:</b> 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"> <li>- 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</li> <li>- 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</li> </ul>

<p><b>Supporting parents:</b> We aim to support our parents to gain confidence with their parenting skills so they feel better equipped to help and encourage their children</p>	<ul style="list-style-type: none"> <li>- A programme of Parents' Events has been put together for the academic year 2025/26 which includes three 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</li> </ul>
--	---

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nessy subscription</i></p> <p><i>Strengthening literacy outcomes by fostering a love for reading as both a vital life skill and a source of enjoyment, through the integration of our Nessy reading strategy.</i></p>	<p>A proportion of our pupil premium funding was used to support introducing Nessy in school for every student. Students can work through the programme electronically and use practical resources. The system assesses pupils regularly.</p> <p>Nessy is a well-regarded, evidence-informed literacy intervention that supports students with reading difficulties by improving phonics, fluency, and comprehension skills. It aligns with the DfE's Reading Framework emphasis on systematic phonics and targeted reading support for students who struggle to read confidently. The EEF highlights phonics and reading interventions as highly effective for disadvantaged students.</p>	<p>2</p>

<p><i>First News subscription</i></p>	<p>First News provides engaging reading materials that build literacy skills and widen student’s knowledge and vocabulary. It supports developing reading fluency and comprehension, key priorities identified in the DfE guidance. Access to high-quality reading materials supports disadvantaged students to catch up on literacy gaps. Students are able to continue their reading learning journeys after mastering phonics in the Nesy programme by building on their key comprehension skills. It is also key for students to be exposed to real life news in a controlled way.</p>	<p>1, 2</p>
<p><i>Twinkl subscription</i></p>	<p>Twinkl offers a wide range of curriculum resources that support targeted teaching in literacy and numeracy. Using high-quality teaching resources aligns with the DfE’s emphasis on whole-class approaches and high-quality teaching to raise attainment for disadvantaged students.</p>	<p>1</p>
<p><i>Ed Shed subscription</i></p>	<p>Ed Shed provides interactive literacy and numeracy practice, reinforcing foundational skills in a motivating way. It supports students to improve reading, spelling, and maths fluency, consistent with the non-statutory maths curriculum guidance and the DfE’s focus on early intervention in English and maths.</p>	<p>1</p>
<p><i>Maths For Life Subscription</i></p> <p><i>This is overseen by the Maths lead.</i></p>	<p>Maths For Life focuses on practical numeracy and life skills, supporting pupils to develop functional maths essential for everyday life and future employment. This addresses the DfE’s priority on ensuring students gain maths skills to thrive beyond school, particularly disadvantaged students with low starting points.</p> <p>The Maths For Life curriculum was trialled and then rolled out during last academic year. Whole school staff training was held to support knowledge and understanding to ensure maximum impact. It is used across the whole school- KS2-KS5 as it also aligns with the Entry Level Accreditations that the students take in KS4 and 5.</p>	<p>1</p>

<i>Study bugs</i>	Study Bugs supports parental engagement by providing a platform for communication and sharing learning activities. The DfE and EEF highlight the importance of parental involvement in raising attainment, especially for disadvantaged students and those with SEND.	7
<i>Books for pleasure and Topic books</i>	Providing access to a wide range of engaging books supports reading for pleasure, which is linked to improved literacy outcomes. The DfE Reading Framework stresses the importance of fostering a love of reading to improve fluency and comprehension, particularly for disadvantaged students who may have limited access to high quality texts and or books at home.	2
<i>BrightMax Magnetic letters</i>	Hands-on, multisensory resources like magnetic letters support early literacy development, phonics skills, and fine motor skills. This approach is supported by the DfE's Reading Framework and evidence showing that multisensory phonics interventions improve reading outcomes for students struggling with literacy.	2

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

Budgeted cost: £1000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Drawing and Talking intervention training for staff</i>	Drawing and Talking is a well-established therapeutic approach that helps students express emotions and experiences non-verbally, supporting emotional literacy and mental health. The DfE's Using Pupil Premium guidance highlights the importance of addressing non-academic barriers such as wellbeing, mental health, and safeguarding concerns, which disproportionately affect disadvantaged pupils. Research and OFSTED	3, 4

	frameworks emphasise that targeted social and emotional interventions improve student's readiness to learn, engagement, and overall attainment. Providing staff with specialist training ensures high-quality delivery of these interventions, which supports students with low emotional literacy and self-esteem, promoting positive learner identity and resilience.	
<i>Lego Therapy</i>	Lego Therapy is an evidence-based social skills intervention that uses structured Lego building activities to improve communication, collaboration, and social interaction skills. It is particularly effective for students with social communication difficulties, including those with SEND and disadvantaged backgrounds. Research shows that Lego Therapy supports emotional literacy, peer relationships, and self-esteem, which are critical for engagement and learning readiness. This intervention aligns with OFSTED's emphasis on early and accurate assessment of needs and targeted support to reduce barriers to learning and wellbeing.	3, 4

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

Budgeted cost: £ 28,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>School Trips</i>	The school funds trips to remove financial barriers, ensuring all students, especially disadvantaged ones, can participate fully and equally. These experiences develop cultural capital, social skills, and life skills essential for preparation for adulthood. OFSTED and DfE guidance emphasise the importance of broadening student's experiences to raise aspirations, engagement, and wellbeing. Trips provide real-world learning contexts, peer socialisation, and confidence building. Trips last year included: SOAP	1, 4, 5, 7

	(July 2025), Bucks Museum (June 2025), Blenheim Palace (May 2025), Tooley's Boatyard (March 2025), Chipping Norton Theatre (Dec 2024), Warwick Castle (July 2025), Hill End Residential (May 2025), Gym 180 Mentorship Programme, Black Country Museum (Oct 2024) and Showtime Circus. These activities contribute to holistic development and inclusion.	
<i>Warriner School Farm visits</i>	Farm visits offer hands-on learning experiences that develop practical life skills, environmental awareness, and social interaction. They support experiential learning, which is especially beneficial for disadvantaged students who may have limited access to such experiences outside school. This aligns with DfE priorities on preparing pupils for adulthood and broadening curriculum access.	1, 6
<i>Personal Care: pull ups, wipes, nappy bags</i>	Providing essential personal care items removes barriers to attendance and participation for students with additional needs. This supports dignity, wellbeing, and inclusion, which are critical for disadvantaged students, particularly those with SEND. Ensuring student's' basic care needs are met enables better engagement with learning and school life.	5, 6
<i>OT equipment: specialised cutlery</i>	Occupational therapy equipment like specialised cutlery supports student's independence and fine motor skills, crucial for preparation for adulthood. This aligns with SEND and inclusion guidance, helping disadvantaged students develop functional skills to improve their quality of life and autonomy.	6
<i>School uniform for individuals</i>	Providing school uniforms removes financial barriers, ensuring all students feel included and reducing stigma. Uniform supports a positive school identity and attendance. The DfE highlights that removing such barriers contributes to equality of opportunity and supports disadvantaged student's engagement and wellbeing.	5, 7
<i>Spare clothes to be kept in school</i>	Keeping spare clothes in school ensures students can remain	5

	comfortable and participate fully in school activities, reducing barriers to attendance and engagement. This practical support helps disadvantaged students who may face clothing challenges at home.	
<i>Personal items: wellies, trainers, bike helmets,</i>	Providing essential personal items supports student safety, participation in physical activities, and independence. This enhances wellbeing and readiness to engage in the curriculum and extracurricular activities, which is vital for disadvantaged student's holistic development.	6
<i>Star badges</i>	Awarding star badges fosters motivation, self-esteem, and positive behaviour, which are linked to improved engagement and academic outcomes. The EEF highlights the importance of recognition and positive reinforcement, especially for disadvantaged students with low self-belief.	3
<i>Fuel Genie</i>	Funding transport costs removes barriers to attendance and participation in extracurricular or off-site learning opportunities, directly addressing attendance challenges for disadvantaged students. The DfE and EEF stress the importance of tackling attendance barriers to improve attainment and wellbeing.	5
<i>Mud Kitchen (OPAL)</i>	Outdoor Play and Learning (OPAL) initiatives like mud kitchens encourage social interaction, creativity, and physical development. These support wellbeing, engagement, and resilience, which are crucial for disadvantaged student's readiness to learn and positive school culture.	3, 4
<i>Scooters and Go Karts (OPAL)</i>	Providing scooters and go-karts promotes physical activity, social skills, and independence. This supports mental and physical wellbeing, which underpin academic progress and engagement, particularly for disadvantaged students.	3, 4

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*We measure the success of our pupil premium strategy through multiple lenses, recognising the complex and varied needs of our disadvantaged students. Our assessment approach includes academic progress, social-emotional development, attendance, behaviour, and wellbeing.*

- **Academic Assessment:**

*We use a combination of internal summative and formative assessments to track student progress. This includes data from nationally recognised programmes (Nessy), which supports literacy development and provides robust in-house assessment data. Additionally, all of our students have an Education, Health and Care Plans (EHCPs), which have personalised, measurable targets that guide their academic and developmental progress.*

*Students who receive Pupil Premium Funding have made accelerated progress through the use of the Nessy reading programme with 20% of them having completed the programme which is a measure of success. This is above the percentage achieved by non PPF which shows that eligible students are making disproportionate progress with their reading.*

- **Social and Emotional Development:**

*We employ social-emotional growth grids to monitor student's wellbeing and personal development. These tools help us to identify non-academic barriers to learning and tailor our support accordingly.*

*Students who receive Pupil Premium Funding are making good or better progress than their peers with their social-emotional health curriculum. This is evidenced through a range of metrics: Annual Review meetings where parents and carers have celebrated their child's achievements, the data from Termly Outcome Plans (TOPs), student voice and quantitative data from English and maths tracking.*

- **Attendance and Behaviour:**

*Our school data and observations highlight attendance patterns, behaviour incidents, and wellbeing concerns, which are critical factors influencing disadvantaged student's engagement and attainment.*

*Our attendance strategy ensures that all students who are eligible for the Pupil Premium Funding who are deemed to be persistent absentees or severe absentees benefit from additional support to engage them with their education. Data shows that these groups of students make good progress*

with their attendance when they are finding it difficult to attend school. There is now no discernable difference between their attendance and their peers.

*We are on target to fulfil the aims of our Pupil Premium Strategy. Data from the school can be made available to support our progress with this strategy.*

## Externally provided programmes

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

Programme	Provider
None	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
0
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a