

Pupil premium strategy statement



This statement details our use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Blackawton Primary School |
| Number of pupils in school | 115 (2024/25) 114 (2025/26) TBC (2026/27) |
| Proportion (%) of pupil premium eligible pupils | 12% (2024/25) 14% (2025/26) TBC (2026/27) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2027 |
| Date this statement was published | 15/12/2024 |
| Date on which it was reviewed | 18//12/2025 |
| Statement authorised by | Liam Fielding |
| Pupil premium lead | Liam Fielding |
| Governor / Trustee lead | Sarah Bradford |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £22,200 (2024/25) £24,955 (2025/26) TBC (2026/27) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £24,995 |

Part A: Pupil premium strategy plan

Statement of intent

At Blackawton Primary School, we hold high aspirations for our disadvantaged pupils and are committed to ensuring they achieve exceptionally well. We want these pupils to leave primary school with the confidence, skills and learning behaviours needed to succeed in the next stage of their education and to overcome the challenges of the wider world. Equally important, we aim to foster high aspirations within the pupils themselves, so they believe in their own potential and value education as a route to future success.

We believe strongly that reaching one's potential is not determined by background or circumstance, but by the development of the skills, attitudes and values required to thrive. Our role is to ensure that all pupils are equipped with these tools.

The needs of our disadvantaged pupils are diverse. Some pupils experience significant challenges in their home lives, while others do not. Some enter school with high prior attainment, whereas others begin well below age-related expectations. Despite these differences, pupils eligible for Pupil Premium funding often face specific barriers that can limit their progress. At Blackawton, we are determined to identify and address these barriers through targeted, thoughtful and consistent support.

Alongside academic support, we are committed to providing all pupils with access to a broad, balanced and enriching curriculum. We recognise the importance of enrichment opportunities in developing confidence, resilience and wider life skills, and we ensure these experiences are available to all, regardless of background.

The Pupil Premium is a government initiative designed to reduce educational disadvantage and ensure that eligible pupils make strong progress in line with their peers. Pupils identified as disadvantaged include those who have been eligible for Free School Meals (FSM) within the last six years; children who are or have been looked after by a local authority; pupils who have left care through adoption, a child arrangements order, residence order or special guardianship order; and children of service personnel. Schools receive additional funding for these pupils to support their academic, social and emotional development.

To enable disadvantaged pupils to achieve exceptionally well, our Pupil Premium Strategy is informed by evidence-based practice and focuses on the following key approaches:

- Developing pupils' vocabulary, communication and language skills to support learning across the curriculum.
- Ensuring teachers use high-quality, well-tracked interventions to secure strong progress.
- Providing enriched learning opportunities through the development of our continuous provision offer.
- Strengthening our Child and Family Team, building effective relationships with parents and carers, particularly for pupils with SEND, through coaching conversations and targeted support.
- Raising pupils' self-esteem and aspirations through a strong character curriculum, high-quality extra-curricular experiences, music tuition and enhanced reading enrichment.

Through this carefully planned and monitored approach, we aim to ensure that disadvantaged pupils at Blackawton thrive academically, socially and emotionally, and leave our school well prepared for the next stage of their education.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Some pupils eligible for Pupil Premium experience difficulties with spoken language, reading and writing, which can limit their ability to access learning across the curriculum. |
| 2 | A number of disadvantaged pupils and their families face social, emotional and mental health challenges, often linked to instability within the home environment. These experiences can impact pupils' confidence, resilience and wellbeing, as well as reduce opportunities for learning beyond the school day. |
| 3 | Teaching and learning must be carefully tailored to meet the needs of disadvantaged pupils, particularly those with SEND, so that barriers to achievement are removed. This requires ongoing professional development for staff, with a focus on strong pedagogical practice and effective adaptive teaching strategies |
| 4 | Attendance for some disadvantaged and Pupil Premium pupils remains inconsistent, which continues to affect continuity of learning and progress. |

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 |
|---|--|
| Increase in pupils' vocabulary, communication and language skills. | Increase in staff understanding of supporting pupils in developing their vocabulary, communication and language skills. Impact on outcomes in core subjects at the end KS1 and KS2 .I |
| Disadvantaged pupils make accelerated progress to ensure there is no attainment gap and that pupils meet or exceed their targets. | End of summer 2026 data will show that all disadvantaged pupils have met or exceeded their targeted outcomes. |
| To ensure pupils who have 'fallen behind' receive targeted high-quality | Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning |

| | |
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| intervention to support access to the curriculum. | and has helped in accelerating their progress. |
| Pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support. | <p>Early Help Co-ordinator, SENDCo and Headteacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Early help opens avenues to external support for key families.</p> <p>Identified children are invited to nurture, positive play, school club and Lego Therapy sessions.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <ul style="list-style-type: none"> - Parents are supported through family drop-in sessions and parenting classes. |
| <p>Pupils have a wide breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.</p> | <p>Blackawton Primary/ ESW curriculum will provide pupils with exciting, varied and knowledge rich learning opportunities.</p> <p>A love of reading is fostered in all pupils who are given opportunities to read for information and pleasure.</p> <p>Pupil questionnaires/ pupil conferencing will show that pupils know and remember more and that they enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers will plan will deliver all elements of the enhanced curriculum offer targeting disadvantaged pupils' opportunities.</p> <p>https://www.blackawtonprimary.org.uk/curriculum</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> |
| All disadvantaged pupils will meet national expectations for | Disadvantaged pupils will match or exceed national attendance averages |

| | |
|--------------------------------|---|
| attendance/persistent absence. | for non-disadvantaged pupils (96+%). - Monitoring of attendance by Administrator/ Head teacher/ SENDCo. |
|--------------------------------|---|

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To further develop pupils' vocabulary, communication and language skills so they have the foundations for future learning and personal development, training for all staff.</p> <ul style="list-style-type: none"> - Developing whole school approach. - Investment and training into Spelling Shed. | <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF, 2019) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/orallanguage-interventions/</p> | 1 |
| <p>Headteacher to work with staff to run a whole school coaching programme for teachers and teaching assistants. Head/ senior leaders to improve/enhance the teaching and learning within every subject.</p> | <p>https://files.eric.ed.gov/fulltext/ED591448.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Steplab Coaching</p> | 2/3 |
| <p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for Phonics, reading, writing and maths</p> | <p>High quality teaching and learning: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> | 2/3 |

| | | |
|--|---|--|
| initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf | |
|--|---|--|

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

Budgeted cost: £3545

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure that learning is adapted to the needs of our disadvantaged pupils particularly those with SEND through further staff training;</p> <ul style="list-style-type: none"> - Pedagogical Principles. - Adaptive Teaching - Targeted in class support. | <p>Recent research highlights that nationally disadvantaged pupils continue to face significant barriers to achievement, but schools that target support effectively can begin to narrow the gap. Updated analysis from the Education Endowment Foundation confirms that low literacy skills and poor attendance remain among the biggest challenges to attainment for disadvantaged children, with literacy cited as a specific barrier by 83% of schools and attendance issues by 78%</p> | 3 |
| <p>Develop reading enrichment opportunities for pupil premium / disadvantaged pupils.</p> | <p>On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF, 2019)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summary/teaching-learning-toolkit/reading-comprehension-strategies/</p> | 1/2 |

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

Budgeted cost: £5050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Nurture sessions and support for identified pupils to engage with learning in class and support for lunch/ break sessions. | https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/ | 2 |
| Early Help co-ordinator / SENDCo and Headteacher identify and support families and children and work to alleviate barriers to learning. | https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term | 2 |
| All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences | Provision of a range of initiatives to extend children's experiences see https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://www.childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf https://www.artsmark.org.uk/support-resources/quality-principles | 2 |
| Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with AIO re pupils <90%. Increased rewards for improving and good attendance. | Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability | 4 |
| Financial support provided for pupils to attend visits and residentials Music lessons subsidized for PP children Free attendance for morning and after school clubs | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf | 2/4 |

Total budgeted cost: £24,955

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

During the 2024/25 academic year, Pupil Premium funding has been used to support our ongoing school improvement priorities, with a strong focus on reducing barriers to learning and ensuring disadvantaged pupils receive timely, targeted support. Our approach aims to accelerate progress for pupils who are making slower progress and to continue narrowing the attainment gap between disadvantaged pupils and their peers.

Staffing

Pupil Premium funding has been directed towards strengthening staffing capacity to support both academic and pastoral needs, including:

- Teachers providing targeted small-group teaching to address gaps in learning.
- Teaching Assistants allocated within classes to support learning, behaviour and social and emotional development.
- SEN Teaching Assistants delivering personalised programmes linked to SEND plans and provision maps, including literacy, numeracy, speech and language, and social communication interventions.
- Support staff working with vulnerable pupils to promote wellbeing and engagement.
- Staff release time to allow for pupil conferencing and structured target-setting discussions ahead of parent consultations.
- Trained Teaching Assistants working with individual pupils and small groups across the school to deliver focused interventions.

Resourcing

Funding has also been used to ensure equitable access to a broad and enriching curriculum, including:

- Support for off-site educational activities and enrichment opportunities.
- Staff time to facilitate effective multi-agency working through the Early Help process, supporting children and families where additional needs have been identified.
- Subsidies for educational visits and trips, at the Headteacher's discretion, to remove financial barriers to participation.
- Financial support for extended school provision where appropriate.
- Funded opportunities such as music tuition and additional enrichment activities to broaden pupils' experiences and raise aspirations.

Measurement of Impact

The effectiveness of Pupil Premium spending is monitored through:

- A continued reduction in the attainment gap, with disadvantaged pupils increasingly achieving in line with their peers.
- A reduction in barriers to learning, including improvements in behaviour, attendance and access to learning.

- Improved engagement, confidence and wellbeing for pupils receiving targeted support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------------------|------------------|
| Accelerated Reader Programme | RENlearn |
| Multiplication | SPARX Maths |
| Reading | SPARX Reader |
| Coaching | Steplab Coaching |