

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	125 (2023/24) 115 (2024/25) TBC (2025/26)
Proportion (%) of pupil premium eligible pupils	15% (2023/24) 13% (2024/25) TBC (2025/26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	15/12/2023
Date on which it was reviewed	18//12/2024
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	£27,645 (2023/24) £22,200 (2024/25) TBC (2025/26)
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	£22,200

Part A: Pupil premium strategy plan

Statement of intent

At Blackawton, we have high aspirations for our disadvantaged pupils and aim for them to achieve exceptionally well. We want these pupils to hold similarly high aspirations for themselves, leaving primary school equipped with the learning behaviours to overcome the challenges of the wider world.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

The needs of our Disadvantaged Pupils vary. Some experience a difficult home life while others do not. Some come to school with a history of high attainment while some lie significantly below age related expectations. Pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Blackawton, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide pupils with access to a variety of enrichment opportunities as well as a broad, balanced and varied curriculum.

The Pupil Premium is a government-based initiative to ensure that pupils from deprived backgrounds make significant progress in line with that of their peers. Designated 'Disadvantaged Pupils': those who have claimed Free School Meals (FSM) in the last six years; pupils who have been looked-after in care; pupils who have left local authority care due to adoption; those under special guardianship order, a child arrangements order or residence order, and children of service personnel, are provided with a government grant – the aforementioned 'Pupil Premium' – to enable schools to assist these pupils meet their potential.

To enable pupils to achieve exceptionally well, our strategy plan incorporates evidence-based approaches including;

- Developing in pupils' vocabulary, communication and language skills.
- Ensuring teachers use robust, tracked interventions to ensure good progress.
- Enriched learning opportunities through the development of our continuous provision offer.
- Developing our Child and Family Team, building relationships with parents, particularly for our SEND pupils through the use of coaching conversations.
- Increasing pupils' self-esteem and raising aspirations through improving our character curriculum, implementing extra-curricular experiences, music tuition and enhanced reading enrichment

Challenges

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

Challenge number	Detail of challenge
1	Oral language and literacy skills are a barrier for some of our pupil premium pupils.
2	A number of pupil premium pupils and families have social, emotional and mental health needs due to instabilities at home and within the core family unit which can lead to a lack of self-esteem and resilience or opportunities to extend their learning outside the school environment.
3	Ensure that learning is adapted to the needs of our disadvantage pupils, particularly those with SEND, in order for them to achieve; further staff training of pedagogical principles and adaptive teaching.
4	Variable attendance rates of pupil premium / disadvantaged pupils.

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 2023 and 2024 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 intervention to support access to the curriculum.	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.

<p>Pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support.</p>	<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>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <ul style="list-style-type: none"> - 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: £14,700

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)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/orallanguage-interventions/</p>	1
<p>Head teacher to work with staff to run a whole school coaching programme for teachers and teaching assistants.</p> <p>Head/ senior leaders to improve/enhance the teaching and learning within every subject.</p>	<p>https://files.eric.ed.gov/fulltext/ED591448.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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.</p> <p>Allocation of funds for Phonics, reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>High quality teaching and learning:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	2/3

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

Budgeted cost: £3500

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>The attainment gap is closing in Achievement for All early year's settings, schools and colleges across England. Absenteeism reduced and participation increased in target groups. 75% of targeted pupils surveyed reported increased confidence in their own ability to progress at school. (AfA, 2016)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</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-summaries/teaching-learningtoolkit/reading-comprehension-strategies/</p>	1/2

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

Budgeted cost: £4000

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 EWO 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: £22,200

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

During 2023/24 we used the Pupil Premium and Service Premium Grant in the following ways:

As part of our continuing school improvement plan to provide intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap, the PPG and SPG was used in the following ways:

Staffing:

Teachers working with small groups of pupils.

TA allocated per class to support the teacher with both learning and pastoral needs including addressing children's behaviour, social and emotional needs.

SEN teaching assistants supporting personalised programmes (through SEND plans and provision maps for Literacy and Numeracy and specific intervention such as Speech and Language work, Social and Communication Skills).

Support staff addressing the needs of the more vulnerable children.

Staff release for pupil conferencing at target setting interviews prior to parent consultations.

Trained Teaching Assistants working with individual children and small groups in classes across the school.

Resourcing:

Provision to facilitate off-site educational activities.

Resource time to support multi-agency working through the Early Help process to increase the life chances of the children involved.

Subsidising trips and educational visits at the Head Teacher's discretion.

Financial support for extended school provision.

Opportunities funded – music lessons in addition to wider opportunities.

Measurement criteria:

To narrow the gap in pupil outcomes so that pupil premium and service premium children are achieving in line with their peers.

Barriers to learning, such as behaviour, attendance, accessibility in learning are reduced or removed.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following

Information: 2023 – 2024 (1 service children)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA support as needed for SP children. Well-being drop ins for service children.