

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 as well as the wider intended outcomes over the next 3 calendar years.

School overview

Detail	Data
School name	Blean Primary School
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	40/432 (9.2%)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ian Rowden
Pupil Premium Lead	Nicki Llewellyn
Governor / Trustee Lead	Hugh Samuelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 66, 860

Part A: Pupil premium strategy plan

Statement of intent

At Blean Primary School we believe in 'Learning together to enjoy and achieve' and strive for achievement for all our pupils. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. With smaller numbers of pupil premium eligible pupils, value for money is central to sustained improvements in both well-being and academic achievement. As a high achieving school set within the context of a deprivation indicator that is below the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. Recognising some of these differences we have been very clear in our vision that, whilst learning is essential to expenditure, our belief in opportunities in a wide range of experiences such as music lessons and sporting opportunities are integral to opportunity and entitlement.

Our School Improvement Planning for Blean Primary School includes clear systems to ensure that any additional funding will impact on children entitled to getting Pupil Premium. This includes good tracking of pupils and the evaluation of additional intervention strategies that will be put in place. The overall cost of provision and support for our vulnerable children often goes beyond the allocated through national funding systems; we strive to ensure all pupils who are vulnerable are supported and the gap financially is covered by our internal school budget as some children who are vulnerable but do not qualify for the Pupil Premium Grant also benefit from this support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance (impacted by engagement with families and school)
2	25% of the children also have SEND needs identified. (13/52)
3	Attainment in Writing, spelling has been highlighted as a particular thread.
4	Pupils levels of wellbeing and access to opportunities beyond the classroom.
5	Pupils levels of resilience and self-regulated learning have been impacted particularly pupils in Lower KS2 and KS1/EYFS who have inconsistent nursery experiences or early life experiences due to the Coronavirus Pandemic. The impact of this is that on intake, our disadvantaged pupils particularly are not using age appropriate social communication skills.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan 2024-2026**, and how we will measure whether they have been achieved.

Intended outcome (2024-2026)	Success criteria (2024-2025)	Success criteria (2026-2026)
<p>Ensure high professional development for every teacher in the school setting, along with Higher Level Teaching Assistants and Teaching Assistants that support learning.</p>	<p>Pupil outcomes will remain high compared to national and local benchmarks. Gaps in knowledge will be closed through access to high quality teaching and provision delivered by skilled staff.</p>	<p>Pupil Outcomes consistently high with the number of pupils eligible for Pupil Premium Grants performing at least in line with their peers in school and compared to national benchmarks.</p> <p>All staff have a deep understanding of Teaching and Learning and can support pupils from a range of backgrounds, neurodevelopmental barriers and starting points.</p>
<p>Children acquire key skills in vocabulary, reading, writing and numeracy.</p>	<p>The percentage of pupils who are disadvantaged achieving Good Level of Devolvement at the end of EYFS increases though access to quality provision and early identification of need.</p> <p>Children develop confident early writing skills through a curriculum which is purposeful and encourages writing across the curriculum from the earliest stage to the end of Key Stage 2.</p> <p>A targeted programme of support and provision enables pupils who are disadvantaged and have SEND needs identified to make accelerated progress and close the gap in attainment. Pupils leave Blean school ready for the next stage in their learning with a good level of knowledge and skills in Reading, Writing and Maths.</p>	<p>Percentage of pupils who are disadvantaged achieving Good Level of Development remains high compared to peers and national benchmarks.</p> <p>Pupils writing skills at all Key Stages develop confidently due to the impact of highly skilled staff supporting the teaching and learning of writing and spelling. School's work as a Professional Resource School benefits all pupils with input from a range of professionals and training.</p> <p>Any pupil who may experience difficulties developing early literacy skills are identified early and support put in place to close gaps and support next steps of development.</p>

<p>Pupils who are disadvantaged levels of attendance are in line with expected levels.</p>	<p>As a group the target of 97% is sustained over time. There is a joined-up approach to identifying pupils at risk of persistent absenteeism or lateness and early intervention effectively supports families.</p>	<p>Levels of high attendance are sustained over time with levels of persistent absenteeism reducing year on year. There is a developed support network between the school and the wider community which encourages high levels of engagement and therefore higher levels of attendance.</p>
<p>Through continuing to develop our wellbeing offer through nurture approaches and self-regulated learning pupils will develop age appropriate resilience and independence skills when learning.</p>	<p>Pupils levels of engagement and resilience are high so that they are able to embrace challenge and know confidently how to help themselves before seeking support from adults. Pupils display at least an age appropriate level of social interaction skills and consistently achieve the Early Learning Goal for managing Self and Relationships.</p>	<p>Pupils levels of wellbeing and engagement remain high due to school proactively developing a nurturing approach linked to therapeutic classrooms, access to nurture intervention and developmental approaches where needed for small groups of pupils. Holistic support for pupils and families work to enable pupils to make the best start in the Early Years and throughout their time at school. Access to a wellbeing curriculum and enriching opportunities such as Forest School support pupils to develop resilience and metacognition.</p>

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: £6,892.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate Early Career Framework with	<p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019)</i></p> <p>The school has 2 teachers who are ECT’s this year and are being supported through the Early Career Framework.</p>	1-5

Early Career Teachers.		
Continual Professional Development to support Teaching Assistants development and knowledge.	<p>‘Ensure TAs are fully prepared for their role in the classroom.’ (The EEF Guide to making best use of teaching assistants, September 2021)</p> <p>Our program of CPD runs alongside the School Development Plan to ensure continuity with training and development of our Teaching Assistants. Staff are encouraged to undertake external professional development opportunities in addition to those in school.</p> <p>The school uses both in house expertise as well as the Local Offer and links from other organisations such as local universities to support an ongoing program of CPD for staff.</p>	1-5
Implement Language Through Colour as a whole school strategy to support the development of writing and understanding of language.	<p>‘Language provides the foundation of thinking and learning and Should be prioritised. Focusing on language and communication is especially important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding. In addition, developing communication and language is linked to other important outcomes including children’s self-regulation.’ (EEF report Preparing for Literacy, 2018)</p> <p>‘Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents’ talk with them that expands their vocabulary and comprehension.’ (The DfE Reading Framework 2023)</p>	2 and 3

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

Budgeted cost: £40,051.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Interventions. EYFS, Infant and Junior Language Link.	<p>‘Language provides the foundation of thinking and learning and Should be prioritised. Focusing on language and communication is especially important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding. In addition, developing communication and language is linked to other important outcomes including children’s self-regulation.’ (EEF report Preparing for Literacy, 2018)</p> <p>‘Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first</p>	2,3

	<p>time, partly driven by the quality of their parents' talk with them that expands their vocabulary and comprehension.' (The DfE Reading Framework 2023)</p>	
<p>Dramatic Progress in Literacy Spelling Programme.</p>	<p>'Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goalsetting and activating prior knowledge. The strategies should be described and modelled before pupils practise them with feedback.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.' (EEF KS2 Literacy Guidance 2017)</p> <p>From analysing data from across the school and reviewing external KS2 data linked to National Testing we have highlighted a thread in children's spelling. To address this, we have reflected on our practice and the Writing Lead has research implemented a spelling programme. This gives a clear and consistent approach with will support children with making progress in their writing. The programme is being used both as a whole class teaching tool and as targeted intervention for pupils.</p>	2,3 and 5
<p>Year 6 Maths Groups</p>	<p>'Developing pupils' metacognition can help Them to become more effective and independent mathematicians. It is often thought of as pupils' ability to think about their own thinking and learning.' (EEF KS2 Maths Guidance 2017)</p> <p>We have seen through our own reflections on practice that some of our pupils require longer to master mathematical skills and build their skills around metacognition- particularly children with slower processing speed. Our Year 6 maths groups are all taught by fully qualified and experienced teachers and are supported by Teaching Assistants. The impact of these groups has been positive across the past 3 years in terms of progress from pupils starting points.</p> <p>In the academic year 2022/2023 7/8 pupils in the group taught by an experienced teacher accelerated progress and achieved the expected standard for Maths at the end of Key Stage 2. One of these pupils accelerated their progress to achieve the Greater Depth Standard.</p>	2,4 and 5
<p>Mastering Number in EYFS, KS1 and Key Stage 2 Year 4 and 5.</p>	<p>'Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. Interventions should start early, be evidence-based and be carefully planned.' (EEF Improving Maths in KS2 and KS3, 2017)</p>	4

	<p>Mastering Number (White Rose) aims to provide a strong foundation in number and to further support those pupils who have developed gaps. We have seen a positive impact over the last year with EYFS and KS1 pupils developing deeper knowledge of number and language. The next stage of this is to trial the Mastering Number approach in Year 4 and 5 with Year 3 overlearning and facilitating sessions which were not covered in Year 2.</p>	
Phonics Catch Up	<p>‘The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.’ (DfE the Reading Framework, July 2023)</p> <p>School have responded to the needs of the children year on year with phonics catch up and intervention and cohorts have regularly attained higher than the national average. We have reflected on the new guidance and continue to adapt our practice and resources as required.</p>	2,3 and 5
Reading Catch Up	<p>‘Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</p> <p>These include:</p> <ul style="list-style-type: none"> • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge. <p>It is important to understand pupils’ current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.’ (EEF KS2 Literacy Guidance 2017)</p> <p>‘The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.’ (DfE The Reading Framework, July 2021)</p>	2 and 5

	<p>School use the above evidence and approach to identify pupils who need support with reading early. There is a range of support in place provided to all pupils using staff expertise and Evidence based interventions such as The Better Reading Partnership or Precision Teaching is used and has been found to have a positive impact for pupils.</p> <p>In response to the updated Reading Framework from the DfE school have continued to invest in new reading material for EYFS and KS1 pupils. After this initial investment, we have continued to add to our early reading material and train staff in phonics and early reading. To foster a love of reading, our school library is being renovated and new reading content is being purchased which is up to date, diverse and engaging for all pupils. Our EYFS and KS1 pupils continue to have access to online reading material in addition to bespoke reading material and family sharing books.</p>	
Writing Conferencing	<p>‘Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils’ planning could be improved by teaching the strategies of goalsetting and activating prior knowledge. The strategies should be described and modelled before pupils practise them with feedback. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.’ (EEF KS2 Literacy Guidance 2017)</p> <p>School have used writing conferencing for several years with positive impact. The staff have been trained in using the strategy by Nina Birch an English Consultant.</p> <p>Data from a Year 3 writing conferencing intervention with 12 children who were assessed as working towards were supported 3 times a week by the Writing Lead during Terms 5 and 6. End of Intervention Impact: 83 % (10/12 children) achieved expected. 17% (2/12 children) were one step below expected using in school attainment expectations. 83% of children accelerated their progress from their starting point making 7 or 8 steps (expected progress at Blean is 6 steps per year.)</p>	2, 3 and 5
Learning Coaches	<p>‘While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.’ (EEF mentoring guidance 2021)</p>	1-5

	At Blean qualified Higher-Level Teaching Assistants are used to support children as Learning Coaches. We recognise the above evidence shows limitations but have found this approach to be positive to pupils as they form positive relationships with trusted adults and this supports the development of a learning mindset and positive relationship with school. The support is both academic and pastoral in nature bespoke to each child.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,536.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Parent Mentor working with Key families. Coffee mornings. First day calling Solihull Approach for all families.	<p>‘Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.’ (The EEF Parental Engagement Guidance, December 2018)</p> <p>Our Pupil Parent Mentor has worked to develop trusted relationships with our families. First day calling support parents with attendance and monitors children so that barriers and intervention/ support can be put into place early.</p> <p>Senior Leaders engage openly with families delivering a range of events which support parent knowledge. Our Tea and Topics are well attended and run throughout the year in addition to coffee mornings.</p> <p>In the last year, 2 members of staff have become Level 2 Solihull Approach practioner and school now offer the Understanding Your Child’ Parent course. This runs on in 10 week blocks twice yearly.</p>	1 and 2
Pupils who are disadvantaged access a broad and balanced curriculum.	As part of our school vision we strive to provide all children with an equitable curriculum which encourages development academically, emotionally and physically. It is important to us that our children regardless of background or ability have access to a broad and balanced curriculum so they are not further disadvantaged and a balance of quality first teaching alongside targeted and effective intervention is in place.	1-5
Embed the Jigsaw PSHE Curriculum alongside SEL and Metacognition work.	<p>The EEF recommend teaching Social and Emotional skills explicitly.</p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.’ (EEF 2021)</p>	1-5
Wellbeing interventions:	‘Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil	1, 2 and 5

<p>ELSA, Drawing and Talking and Coaching.</p>	<p>and student emotional health and wellbeing which can help readiness to learn.' (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021)</p> <p>School has seen positive impact from running the ELSA provision year on year. We have created a pastoral team using accredited and trained members of staff and outsource to NHS services where appropriate.</p>	
<p>Supporting access to opportunities which promote cultural capital such as music lessons or sports activities.</p>	<p>Cultural Capital is defined as, ‘... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’ (OFSTED 2019 para 203)</p> <p>Please see the link to our Curriculum Vision below. We aim to provide all children with equitable opportunities to enhance their experiences and memories in addition to striving for their best possible outcomes so that when they leave our school they are... ‘well-rounded pupils and use this grounding well in later life’ We wish for our children to be happy and have well established memories and experiences regardless of background. https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/curriculum</p>	<p>1-5</p>
<p>Access to Extended School sessions</p>	<p>In school we have found that offering places in Breakfast Clubs did have some positive impact on pupil’s attendance. This also support the pastoral care of children and those who present with school refusal linked to Mental Health.</p>	<p>1</p>
<p>Developing a whole school approach to nurture which is trauma informed through participating in the Nurturing Kent program.</p>	<p>‘Nurture is a tried and tested way of relating to children that helps them develop vital social skills, confidence and self-esteem, and become ready to learn. The nurturing approach to education offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, and to develop their resilience and self-confidence. It encourages pupils to take pride in achieving - addressing the social and emotional needs that can hamper learning.’ Nurture UK -https://www.nurtureuk.org/what-is-nurture/</p> <p>At Blean Primary School, many of our children have been impacted by adverse early childhood experiences which have been experienced in a range of contexts. We also are mindful of the ongoing impact on early childhood caused by the Coronavirus Pandemic and how this impacts children’s wellbeing, resilience and levels of self-regulation. We have seen a positive impact following the introductions of the Zones of Regulation curriculum in 2021 and now wish to extend our core offer for all pupils to provide a trauma informed approach to nurture for all pupils.</p>	<p>1-5</p>
<p>Forest School</p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. Key findings The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence</p>	

	<p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.’</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	
<p>Therapeutic Classroom Approach.</p>	<p>‘Our classrooms are welcoming, safe, inviting environments that cultivate learning through their design. They calm stress hormones and increase feelings of emotional safety, whilst meeting the emotional and mental health needs of the children. Therapeutic classrooms include calm spaces and flexible seating In every room as standard, and allow children to work where they feel most comfortable. They take into consideration space, lighting, comfortability, accessibility, inclusivity and connective learning. Therapeutic classrooms are inspiring places that children want to be in and are underpinned by science.’</p> <p>Teaching Positive Connections 2023- Shahana Knight</p> <p>‘A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children’s relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.’</p> <p>Nurture UK</p>	

Total budgeted cost: £74,480.48

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Please see review of the 2023-2024 Pupil Premium Strategy using the link below.

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