

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blean Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	34/431 (7.9%)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ian Rowden
Pupil premium lead	Nicki Llewellyn
Governor / Trustee lead	Rogério De Lemos, Enyi Oji and Alice Vane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51550
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57205

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.

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	44% of the children also have SEND needs identified. (2 have an EHCP and 2 are currently undergoing statutory assessment)
3	Attainment in Writing, spelling has been highlighted as a particular thread.
4	Attainment and progress in Maths
5	The impact of lost learning due to the pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2021-2023**, and how we will measure whether they have been achieved.

Intended outcome (2021-2023)	Success criteria (2022-2023)	Success criteria (2023-2024)
<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 be in line with peers including in National Assessments at EYFS, Year 2 and Year 6 with progress measures at least in line with national groups for EYFS and KS2 national assessments.</p>	<p>Pupils outcomes will be maintained in line with peers at EYFS Baseline and End of Key Stage 2. Progress measures will be maintained in line with national groups for EYFS and KS2 national assessments.</p>
<p>Children acquire key skills in vocabulary, reading, writing and numeracy.</p>	<p>Pupils who are disadvantaged have expected levels of speech and language to allow them to develop reading and writing skills at the end of the EYFS attaining Good Level of Development.</p> <p>Pupils will achieve the expected standard in the Year 1 phonics screen and children leave KS1 and KS2 with developed reading skills which enable them to access a full curriculum.</p> <p>For children who are disadvantaged and have SEND needs identified, there will be robust interventions and catch up support in place which is high quality and closes the gap in progress.</p>	<p>Pupils who are disadvantaged will achieve Good Level of Development as their language skills will be in line with their peers.</p> <p>There will be less need for further intervention into Key Stage One as through High Quality Teaching and early intervention, the language gap is closed.</p> <p>Pupils will achieve the expected standard in the Year 1 phonics screen and children leave KS1 and KS2 with developed reading skills which enable them to access a full curriculum.</p> <p>For children who are disadvantaged and have SEND needs identified, there will be robust interventions and catch up support in place which is high quality and closes the gap in progress. The impact of this will be shown through progress measures compared to both peers and other comparable national groups where appropriate.</p>

Pupils who are disadvantaged levels of attendance are in line with expected levels.	As a group attendance is an average of at least 97% Levels of persistent absenteeism is lower compared to previous years.	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.
Pupils who are disadvantaged will access the same broad and balanced curriculum and opportunities as their peers.	Pupils participate in a curriculum which embraces diversity and promotes cultural capital through experiences and extracurricular activities and school trips.	All Pupils experience rich and diverse learning opportunities enriched with real life outcomes. Along with equitable access to trips and extracurricular activities, pupils leave Blean having experienced a full broad and balanced curriculum that equips and inspires them for the next stage of their life and beyond.

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: £8785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate Early Career Framework with Early Career Teachers.	‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019) The school has 2 teachers who are ECT’s this year and are being supported through the Early Career Framework.	1-5
Continual Professional Development to support Teaching Assistants development and knowledge.	‘Ensure TAs are fully prepared for their role in the classroom.’ (The EEF Guide to making best use of teaching assistants, September 2021) 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.	1-5
Embedding small steps	‘Initial teacher training (ITT) and Continuing professional development (CPD) for staff in educational settings should reflect the need for	2-5

<p>assessment program for children with SEND.</p>	<p>teachers to have a greater understanding of assessing pupils working below the standard of national curriculum tests, including those pupils with SEND who are not engaged in subject-specific learning.’ (Rochford Report, recommendation 7, 2016)</p> <p>At Blean Primary, we have a number of children who have complex SEND needs and as such do not progress at the same rate as their peers or attain at age related expectations. It is essential teachers have the knowledge and expertise to find a child’s starting point and develop a small steps curriculum bespoke to them in order to enable them to make progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 46,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Tutoring</p>	<p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.’ (EEF Evidence Report 1:1 Tuition)</p> <p>‘We know tutoring can have a positive impact on pupils’ academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.’ (DFE School Led Tutoring Guidance 2021)</p> <p>In the academic year 2020/2021 school trialled a 1:1 tutoring program where staff in school supported a pupil for 10 sessions. 6/7 children took part in the program and made accelerated progress as a result. We continued this program of support in the academic year 2021/2022 staff facilitated 20 tutoring sessions for 17 pupils. This year we are continuing with the programme for a further 20 sessions.</p>	<p>1, 3, 4 and 5</p>
<p>Language Interventions. Nuffield Early Language</p>	<p>‘The Nuffield Early Language Intervention is designed to improve the spoken language ability of children during the transition from nursery to primary school. It is targeted at children with relatively poor spoken language skills. Children</p>	<p>2,3</p>

<p>Intervention (EYFS) Infant and Junior Language Link</p>	<p>receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version.' (Nuffield Early Language Intervention Evaluation report and executive summary February 2016)</p> <p>School have reflected on the cohorts of children entering school and have analysed data. This has shown children's early speech and language development is presenting as a barrier in higher levels than previous years. The use of speech and language programs and early intervention supports pupils with language development and early literacy skills. This has shown positive impact and school are taking part in evidence based /informed programs to strive for high quality intervention for pupils. The impact of children not acquiring early language skills has impacted the number of children gaining GLD compared to previous years.</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>	<p>2,3 and 5</p>
<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 KS" 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>2,4 and 5</p>

	<p>Focus Maths groups in other year groups (Year 3 where 3/8 children were eligible for PP where selected) these children accelerated their progress which has closed the attainment gap. This was also the case for pupils in the Year 6 maths group with continued remotely during National Lockdown. 3/5 of these children were able to achieve expected at the end of KS2 assessed with national tests alongside Teacher Assessment. There was a particular focus on building fluency skills linked to arithmetic and the impact of this saw the score range improve to 75-80% compared with 25-32% at the start of the year.</p> <p>In the academic year 2021/2022 9/12 pupils who were taught in a small group accelerated their progress closing the gap between them and their peers.</p>	
Maths Pre Teaching project.	<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> <p>Our Maths Lead has led specific training for Teaching Assistants around leading pre teaching. In the academic Year 2020/2021, feedback from staff showed children were more able to access new learning after pre teaching occurred. Misconceptions were picked up and addressed early supporting this children’s learning. All Teaching Assistant staff have now been trained and the Pre Teaching intervention will continue to run.</p>	4
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 2021)</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</p>	2 and 5

	<p>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> <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 invested £8000 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.</p>	
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> <p>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.</p>	1-5

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

Budgeted cost: £ 17,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupil Parent Mentor working with Key families. Coffee mornings. First day calling Solihull Approach for key families.</p>	<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 callings support parents with attendance and monitors children so that barriers and intervention/ support can be put into place early.</p>	<p>1 and 2</p>
<p>Pupils who are disadvantaged access a broad and balanced curriculum.</p>	<p>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.</p>	<p>1-5</p>
<p>Develop an explicit Social Emotional Learning Curriculum.</p>	<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> <p>At Blean we have continually adapted our provision based on the needs of our children and when considering research. We have reflected on the need within our school and the Inclusion Manager worked with Effective Education Kent and completed the SEND and Learning Behaviours project. As a result of this we are developing an explicit curriculum which teaches the skills of self-regulation and social and emotional learning.</p>	<p>1-5</p>
<p>Wellbeing interventions: ELSA, Drawing and Talking and Coaching.</p>	<p>‘Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil 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>1, 2 and 5</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>

Access to Extended School sessions	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.	1

Total budgeted cost: £ 70785

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 2020 to 2021 academic year.

Please see review of the 2021-2022 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