



Blean Primary School Pupil Premium Strategy Review 2024/2025.

This document is to be read in conjunction with the schools Recovery Document which can be accessed using the link below.

<https://www.bleanprimary.org.uk/about-us/financial-information/>

| Intended outcome (2023-2025)                                                                                                                                             | Success criteria (2024-2025)                                                                                                                                                                  | Impact of Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure high professional development for every teacher in the school setting, along with Higher Level Teaching Assistants and Teaching Assistants that support learning. | 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. | <b>EYFS</b><br>Percentage of pupils achieving Good Level of Development (GLD) as a total cohort 79.7%<br>Number of Pupils eligible for Free School Meals achieving GLD- 85%<br>Number of Pupils eligible for Free School Meals achieving Maths ELG- 85%<br>Number of Pupils eligible for Free School Meals achieving Literacy ELG- 85%<br><br><b>Kent and National Averages-</b><br>Kent Total cohort 68.9%<br>Kent-Pupils eligible for Free School Meals Achieving GLD-51%<br>National Cohort Average of Pupils achieving GLD- 68.9%<br><br><b>Year 1 Phonics</b><br><b>School</b><br>91.4% of pupils achieved the expected standard.<br>0% of pupils eligible for Free School Meals or Ever 6 achieved the expected standard (please be aware that pupils receiving Pupil Premium or Service Premium but not FSM all passed phonics screen) |

**Kent and National Averages**

Kent total cohort- 78.3% of pupils achieved the expected standards

Kent Total for pupils who are eligible for Free School Meals- 62.3%

National total cohort-79.9 %

**Year 2 retake for pupils who did not gain the expected level in Year 1**

School-100%

Kent total cohort- 42.8%

**Key Stage One- please note this is not reported to the DfE as KS1 SATS are non-statutory.**

**School Cohort pupils working at least at the Expected Standard**

|         | School Cohort | School and Ever 6<br>8 pupils |
|---------|---------------|-------------------------------|
| Reading | 84.5%         | 87.5%                         |
| Writing | 77.6%         | 62.5%                         |
| Maths   | 84.5%         | 87.5%                         |

**End of Key Stage 2****School Data****Pupils working at least at the expected standard.**

Please note that there are 10 pupils in this cohort. Of these pupils 5/10 had SEND needs identified. Of the 5 pupils with SEND, 2 had an EHCP and High Needs Funding.

|  | School Cohort | Free School<br>Meal and Ever 6<br>Pupils | Average Scaled<br>Score for Free<br>School Meal and<br>Ever 6 pupils<br>(a score of 100 is<br>expected, a score |
|--|---------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|--|---------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|

|          |       |       |                              |
|----------|-------|-------|------------------------------|
|          |       |       | of 110+ is<br>Greater Depth) |
| Reading  | 87%   | 87.5% | 104.1                        |
| Writing  | 90.2% | 62.5% | -                            |
| Maths    | 85.2% | 62.5% | 105.0                        |
| GPS      | 85.2% | 75%   | 102.8                        |
| Combined | 80.3% | 50%   | -                            |

#### **Pupils working at Greater Depth**

|          | <b>School Cohort</b> | <b>Free School Meal<br/>and Ever 6</b> |
|----------|----------------------|----------------------------------------|
| Reading  | 59%                  | 25%                                    |
| Writing  | 26.2%                | 0%                                     |
| Maths    | 47.5%                | 12.5%                                  |
| GPS      | 45.9%                | 25.0%                                  |
| Combined | 24.6%                | 0%                                     |

#### **Kent and National Data**

#### **Pupils working at least at the expected standard.**

|         | <b>Kent Cohort</b> | <b>Kent Free School<br/>Meal and Ever<br/>6pupils</b> | <b>National Cohort</b> |
|---------|--------------------|-------------------------------------------------------|------------------------|
| Reading | 74.7%              | 59.5%                                                 | 75%                    |
| Writing | 72.5%              | 56%                                                   | 72.2%                  |
| Maths   | 71.3%              | 54.1%                                                 | 74.1%                  |
| GPS     | 68.7%              | 51.3%                                                 | 72.6%                  |

|          |       |       |       |
|----------|-------|-------|-------|
| Combined | 60.8% | 41.7% | 62.1% |
|----------|-------|-------|-------|

**Pupils working at Greater Depth**

|          | Kent Cohort | Kent Free School Meal and Ever pupils | National Cohort |
|----------|-------------|---------------------------------------|-----------------|
| Reading  | 34.7%       | 19.1%                                 | 33.3%           |
| Writing  | 15%         | 5.8%                                  | 12.7%           |
| Maths    | 24.6%       | 11.8%                                 | 26.2%           |
| GPS      | 24.8%       | 12.4%                                 | 29.4%           |
| Combined | 9.3%        | 2.6%                                  | 8.3%            |

Children acquire key skills in vocabulary, reading, writing and numeracy.

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.

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.

A targeted programme of support and provision enables pupils who

This academic year, all EYFS pupils were screened on the NELI's Language Screener in Term 1. The NELI intervention ran throughout the year.

Pupils achieving GLD compared with previous year has increased significantly. In the academic Year 24/24 no pupils receiving Pupil Premium achieved GLD or Literacy Goals and 50% achieved Maths Goals. This year the percentage is 85% in all areas. The pupil who did not achieve GLD made accelerated progress from their starting points.

Across all measures there has been an increase in pupils who are Free School Meals or Ever 6 gaining the expected standard in Reading, Writing, Maths and GPS. This is also true for pupils working at Greater Depth in Reading, Maths and GPS.

|                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                       | <p>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>Leaders continue to track the pupils who receive the Pupil Premium Grant or who are Ever 6 as a separate cohort. They are discussed at all Pupil Progress Meetings and are one of the focus group when leaders</p> <p>Our Intervention Teaching Assistant has been working with pupils who are disadvantaged to build reading skills using the BRP Reading Intervention, this continues to have a positive impact. Pupils who are in receipt of the Pupil Premium Grant are identified through class provision mapping and monitoring of the provision and support in place shows for most pupils the impact is positive.</p> |
| <p>Pupils who are disadvantaged levels of attendance are in line with expected levels.</p>                                                                                                            | <p>Levels of high attendance are sustained over time with levels of persistent absenteeism reducing year on year.</p> <p>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>Overall School Attendance was above 96.1%</p> <p>Attendance of pupils eligible for Free School Meals-94.3%</p> <p>Attendance of pupils eligible for Pupil Premium or Pupil Premium Plus- 94.3%</p> <p>There has been a slight increase in attendance in the Pupil Premium group compared with previous academic year.</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 remain 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>School continued to embed Nurture Processes and were successful in gaining the National Nurturing Schools Award.</p> <p>Below are some highlights from the report- please do read the full report below at: <a href="https://www.bleanprimary.org.uk/nurture/">https://www.bleanprimary.org.uk/nurture/</a></p>                                                                                                                                                                                                                                                                                                               |

**Examples of excellent practice include:**

**There is great clarity of vision and ethos here.** The vision for children at the school is to support them to become physically and mentally healthy so that they are in the best place to learn. One parent commented, "The nurturing ethos is well-articulated- there is a strong leadership drive but the approach is implemented from the ground up."

The Boxall Profile® is used systematically to understand 'the story behind the child' and inclusive practice is a typical part of practice. Children start from a range of points and are given appropriate support to progress. One of the parents said. "The wellbeing of the children is central here."

Reflection and research is a cornerstone of the approach here. Members of staff constantly review approaches to determine what will work well and changes are made. The change to therapeutic classrooms and development of the playground offer striking examples of this. Playtimes have been enhanced here through careful thought about what children need and ways to resource improvements. Children and members of staff have been an integral part of the process, expressing wishes for future developments – the sand pit is coming soon! Children benefit from an increased range of play opportunities, whether they are active, such as den building or quiet such as crochet club. Mr. Rowden often DJ's on the field too. A reduction in recorded behaviour incidents demonstrates a notable impact.

**Nurture is for everyone, by everyone.** All stakeholders benefit from the nurturing environment and culture here. A full and rich curriculum and an emphasis on building strong relationships ensures that children feel safe in school and are confident that their needs will be met. They are inspired to be the best they can be.

The children I spoke to clearly articulated the ways in which their wellbeing is looked after, referring to the therapeutic classroom design, calm zones in every classroom and the benefit of being outside in nature in the beautiful school grounds. Friends and adults in school were referred to as being equally helpful when there was a problem.

We implemented a Nurture Intervention Group daily from Term 1 and data below for Strand A Gives Purposeful Attention demonstrates positive impact for most pupils. The group includes pupils who receive Free School Meals.

The group focused on Strand A- gives purposeful attention as in September the focus pupils were not showing school ready behaviours or able to listen and attend to learning or adult instructions. Strand A is scored out of 20.

The table below breaks down the individual comparative pupil scores for these areas.

|         | First Boxall Measure | Second Boxall Measure |
|---------|----------------------|-----------------------|
| Pupil 1 | 6/20                 | 15/20                 |
| Pupil 2 | 18/20                | 13/20                 |

|  |  |         |       |       |  |
|--|--|---------|-------|-------|--|
|  |  | Pupil 3 | 6/20  | 18/20 |  |
|  |  | Pupil 4 | 13/20 | 16/20 |  |
|  |  | Pupil 5 | 15/20 | 19/20 |  |