

*Pupil Premium Strategy Statement

This statement details our school's 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 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	442
Proportion (%) of pupil premium eligible pupils	42/442 (9.5%)
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
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	£69,315.00
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	£69,315.00

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	Attainment in Writing for our pupil premium group is lower compared to school cohorts.
2	Attainment in Maths for our pupil premium group is lower compared to school cohorts.
3	Pupils with neurodiverse profiles have increased over time leading to the widening of the attainment gap for some disadvantaged pupils. (18/42 pupils are identified with SEND needs linked to Communication and Interaction or SEMH profiles)
4	Attendance for our pupil premium group is lower compared to school cohort.
5	Pupils communicating with challenging behaviour has increased linked to complexity of SEND needs and contextual factors.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan 2025-2027**, and how we will measure whether they have been achieved.

Intended outcome (2025-2027)	Success criteria (2025-2026)	Success criteria (2026-2027)
Ensure high quality continual professional development is provided for all staff so that they may intuitively adapt teaching and learning to meet the needs of all learners and support pupil's wellbeing and engagement.	<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>Wellbeing and engagement indicators show disadvantaged pupils feel positively about school and their wellbeing.</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>Wellbeing and engagement indicators show disadvantaged pupils feel positively about school and their wellbeing being sustained over time.</p>
Children acquire key skills in vocabulary, reading, writing and numeracy.	<p>Pupils who are disadvantaged will achieve Good Level of Development in line with the peers in prime areas though access to quality provision and early identification of need.</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 in line with their peers.</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>	<p>The percentage of pupils who are disadvantaged achieving Good Level of Devolvment at in all areas of the EYFS curriculum will be at least in line with their peers.</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. We will see some disadvantaged pupils achieving at the greater depth standard for core areas.</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 with some disadvantaged pupils achieving greater depth.</p>

<p>Pupils who are disadvantaged levels of attendance are in line with expected levels.</p>	<p>Pupils levels of attendance remains at least in line with school cohort.</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>Levels of high attendance are sustained over time with levels of persistent absenteeism reducing year on year.</p> <p>Wider community support is sustained and built upon to ensure families are supported and relationship with school remains strong proactively engaging.</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 will be able to self and coregulate enabling them to access a full curriculum.</p>	<p>Pupils will be able to regulate their emotions and learning skills so that they are able to engage in their learning and face challenges. Pupils will have progressed in their development of social communication skills completed to their baseline.</p> <p>Identified pupils will have access to whole school nurture approaches as well as our bespoke nurture pathways facilitated by our tiered approach to wellbeing. Disadvantaged pupils will show progress holistically measured by tools such as the Boxall Profile.</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.</p> <p>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>Sustained holistic progress linked to Boxall profiling will lead to a reduction in disadvantaged pupils requiring bespoke nurture pathways and will be able to access whole class learning consistently.</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: £12,760.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate Early Career Framework with	<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>	1-5

Early Career Teachers.	The school has 2 teachers who are ECT's this year and are being supported through the Early Career Framework.	
Continual Professional Development to support whole staff knowledge of research informed approaches.	<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>We are working with the Local Authority to support pupils both at Blean Primary School and in the local area as part of the ‘Literacy for All’ project. This has a dedicated staff CPD element for all staff.</p>	1-5
Embedding small steps online assessment program for children with SEND.	<p>‘Initial teacher training (ITT) and Continuing professional development (CPD) for staff in educational settings should reflect the need for 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>	2-5
Consistent whole school structured approach to support all pupils with acquiring age appropriate language and writing skills.	<p>‘Research suggests a reciprocal relationship exists between creative acts and wellbeing⁴, and writing is a highly creative process, allowing people to create imaginary worlds, entertain others and paint with words. Writing can also be a form of self-expression: it offers young people an opportunity to reflect upon themselves, their interests and their worlds and to use, for example, stories, poetry or diaries to think about and make sense of their experiences. Writing is also important as an art form since, without writing, we would have nothing to read.’ (The Writing Framework, DfE 2025)</p>	1,3,4,5

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

Budgeted cost: £47361.70

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Language Interventions. Pre School, EYFS, Infant and Junior Language Link.</p>	<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>	<p>2,3</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. 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>

	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.	
Mastering Number in EYFS, KS1 and Lower Key Stage 2.	<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>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 Lower Key Stage 2.</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 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.’ 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.’</p>	2 and 5

	<p>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 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>Impact school Data 2024-2025 Literacy for All Project</p> <p>Teaching Assistants are effectively implementing the writing conferencing model introduced by Nina, with several members of staff making thoughtful adaptations that are further enhancing its impact. For example, some have begun sessions by reviewing a summary from the previous week, providing a strong foundation for continuity and reflection. Additionally, the editing proforma is being used as a running record, allowing staff to identify and track key patterns and celebrate successes over time.</p> <p>Session introductions are consistently clear and purposeful, helping to set children up for success. Staff demonstrate a strong understanding of the children they support, using precise praise and sharing individual strengths and areas for development. This tailored approach enables a supportive and motivating learning environment.</p> <p>Editing is, in most cases, carried out by the children themselves, with staff using direct questions to promote independence. This balance of support and challenge enables children to take ownership of their writing while maintaining the pace of the session. "Try it out" books have</p>	1, 3 and 5

	<p>also been effectively integrated, further enriching the conferencing process.</p> <p>Overall, writing conferencing has been quickly and confidently embedded following the training and it is already having a demonstrable positive impact on children's writing progress and engagement.</p> <p>Data Outcomes Sixteen pupils were the focus for Teaching Assistants from Year 4-6 following Nina's training. 13/16 are working at expected for writing as a result. 1/16 is now working at Greater Depth. The pupils who are not yet working at expected have made expected progress they have made more progress than in the previous year's closing the gap over-time.</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: £ 28,294.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Parent Mentor working with Key families.</p> <p>Coffee mornings.</p> <p>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 calling support parents with attendance and monitors children so that barriers and intervention/ support can be put into place early.</p>	3,4,5

	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.	
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
Wellbeing interventions: ELSA, Drawing and Talking and Coaching.	<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.’</p> <p>(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>	1, 2 and 5
Supporting access to opportunities which promote cultural capital such as music lessons or sports activities.	<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.’</p> <p>(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.</p> <p>https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/curriculum</p>	1-5
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
Further embed the 6 principles of Nurture within the school community. Use of Nurture activities and Grab and Go Bags further support relationships, transition and social emotional learning.	<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.’</p> <p>Nurture UK -https://www.nurtureuk.org/what-is-nurture/</p> <p>In July 2025, Blean Primary School became an accredited Nurture Uk school. As part of this 18-month project, Nurture Interventions were trialled with EYFS groups and focus pupils identified with SEMH and complex SEND profiles. The impact data for these groups were strong and so to dynamically respond to the profile of pupils within our school community, we</p>	1-5

<p>Expanding bespoke Nurture Interventions to create a range of holistic support pathways in school.</p> <p>The Nest- soft start and time limited interventions.</p> <p>Evergreens- Full Time dedicated Nurture Classroom.</p>	<p>have expanded these provisions this year and have a dedicated Nurture Team who run the deliver the interventions.</p>	
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Total budgeted cost: 88,416.40

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 2024-2025 Pupil Premium Strategy using the link below.

<https://www.bleanprimary.org.uk/safeguarding-inclusion/pupil-premium/>

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