



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	Blakedown CE Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Beckford-Bond Headteacher
Pupil premium lead	Helen Beckford-Bond Headteacher
Governor	Freda Griffith Chair of Governors/ SEN & PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,105
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,105

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention remains as in previous years - to address barriers to learning for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. For our current pupils, their barriers to learning are related to: concentration issues; the need to over-learn; social and emotional support, some of which are linked to attachment or anxiety issues; speech and language difficulties which are affecting progress and independence within learning.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve by supporting them to overcome these barriers, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Supporting pupils' emotional needs is paramount to them being able to access high quality teaching and learning.

A high focus on early phonics and reading skills and increasing pupil's range and understanding of vocabulary also underpins academic success.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate under developed oral language skills and vocabulary gaps among many of the disadvantaged pupils. These are evident across school and are more prevalent among the disadvantaged pupils than their peers.
2	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closure to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in writing and maths.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably anxiety issues around change and a lack of enrichment opportunities during school closure. These challenges particularly affect the disadvantaged pupils. Teacher referrals for social, emotional and mental health support have increased and 12 pupils (3

	or whom are disadvantaged) currently required additional support with social and emotional needs. These three are receiving 1:1 support.
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Intended outcomes

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

Intended outcome	Success criteria
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident with other sources of evidence such as engagement in lessons, book scrutiny and ongoing formative assessment.
<i>Improved phonics and reading outcomes among disadvantaged pupils.</i>	Phonics checklist results show that all the disadvantaged pupils reach the threshold. KS 2 outcomes in reading show that more than 80% meet the expected standard.
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly the disadvantaged pupils.</i>	Sustained high levels of wellbeing demonstrated by: Data from the pupil councils, parent and pupil surveys and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils. KS2 outcomes in writing and maths show that more than 80% meet the expected standard.

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: £10,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early identification of speech and language gaps and difficulties using NELI will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p><i>Take part in NELI, fund any ongoing teacher/TA training and release time to deliver the programme.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions/ Toolkit Strad/ Education Endowment Foundation/ EEF</p>	1
<p><i>Purchase training and resources to support use, knowledge and understanding of a wider vocabulary across the school.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions/ Toolkit Strad/ Education Endowment Foundation/ EEF</p>	1
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics/Toolkit Strand/ Education Endowment Foundation /EEF</p>	2
<p><i>Improve the quality of social and emotional through adopting the Thrive approach across school.</i></p> <p><i>Thrive approaches will be embedded into routine educational practices and supported</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers:</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowment foundation.org.uk)</p>	4

<i>by professional development and training for staff</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of NELI and purchase of Vocabulary Ninja to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two, show positive impact on attainment: Oral language interventions/ EEF (educationendowmentfoundation.org.uk)	1, 3
<i>Additional phonics sessions targeted at disadvantaged pupils who required further phonics support.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when derived as regular sessions over a period up to 12 weeks: Phonics/ Toolkit Strange/ Education Endowment Foundation/ EEF	2
<i>Engaging with the National Tutoring Programme and or use of Tutor Led Grant to provide additional tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition/ EEF (educationendowmentfoundation.org.uk) Small group tuition/ Toolkit Stand/ Education Endowment Foundation / EEF.	3

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

Budgeted cost: £4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contingency or bursary for additional issues for our disadvantaged pupils.</i>	We have identified a need to set a small amount of funding aside to respond to needs that support inclusion and enrichment for our disadvantaged children and to respond quickly to needs that have not yet been identified.	All
		£4,100

Total budgeted cost: £21,704

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.

Impact is usually measured during half termly pupil progress meetings if not before. During these meetings, children's progress in academic success is recorded using the school's online tracker. Measurement of personal, social and emotional skills is based on observation of children in school and as this improves, will eventually support academic success.

Academic progress is recorded on the school's assessment and tracking system whereas personal learning skills, confidence and independence is recorded on pupil intervention sheets and measured against previous targets e.g. ability to work independently for more than 10 minutes; has confidence to interact during class discussions when previously this was not occurring. Impact of Thrive is recorded half termly on Thrive Online and is measured using comparison charts over time.

As 2020/21 was a very disrupted year with school closures during the late spring/early summer 2020 and early spring 2021, the Pupil Premium spend had to be redirected in some cases to make greater use. Therefore, although Thrive training and access to software was still utilised whilst pupils have been in school, the bursary was underused due to lack of access to trips and clubs. During home learning it was apparent that some of these pupils did not have access to laptops, therefore some of the bursary money was redirected to purchase laptops so that these pupils could use these at home to access learning. The impact of these pupils having this access was immediate – greater engagement and return of work and attendance on live class sessions on Teams. All funding spent on training to support emotions and mental health will benefit all pupils.

In September, the number of PP pupils increased from 11 to 19, funding was already set for 11 pupils, but has been shared across the 19.

PUPIL PREMIUM PROGRESS/ATTAINMENT 2020-21							
End of Summer 2021		Impact Reading		Impact Writing		Impact Maths	
Year Group	No. of Pupils	Expected Progress	ARE+	Expected Progress	ARE+	Expected Progress	ARE+
All	20	70%	50%	70%	45%	70%	55%

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
The Thrive Approach	Thrive