



## Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	200
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Beckford-Bond Headteacher
Pupil premium lead	Helen Beckford-Bond
Governor	Freda Griffith Chair of Governors/ SEN & PP

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,465
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,640

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to address barriers to learning for all pupils, irrespective of their background or the challenges they face, to enable them to make good progress and achieve high attainment across all subject areas. We promote well-being and self-worth so that all children fulfil their potential and have high aspirations for their future.

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.

Staff understand that children's social and emotional development plays a significant role in their ability to engage in learning and to achieve well. We therefore, prioritise mental health and well-being through the Thrive Approach, assessing and delivering therapeutic and targeted interventions that support children to engage positively in learning, relationships and life. Supporting pupils' emotional needs is paramount to them being able to access high quality teaching and learning.

A high focus on quality early phonics and reading skills and increasing pupil's range and understanding of vocabulary also underpins academic success. High quality teaching using an approved, systematic approach is key to supporting these early skills, additionally assessing regularly to identify needs and intervening with additional support also raises what the pupils are able to achieve and facilitates access to the whole curriculum.

At Blakedown, a tiered approach is used to the allocation of the Pupil Premium funding, (as recommended by the Education Endowment Foundation\*) where spending in terms of a whole school teaching approach, targeted academic support for individuals and also wider strategies to boost pupils in this group is undertaken.

### **Reporting Pupil Premium**

The Pupil Premium expenditure is explained in the form of an annual statement. Blakedown CE Primary School will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress.

### **Reporting to Parents**

Parents will be able to obtain information on the Pupil Premium via the school's website. This will be updated annually and will normally be published no later than December each year.

### **Responsibility for Reporting**

The responsibility for the report will be allocated to the Headteacher. Teachers will be asked to report to the SEND Coordinator/deputy head, the assistant head and the headteacher on the intervention in place for key pupils and the impact that intervention has had.

***'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'***

*\*The EEF guide to Pupil Premium Spending, The Educational Endowment Foundation 2011*

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Baseline assessments and observations in the Early Years indicate that children from disadvantaged backgrounds generally have poorer speech, language and communication skills than their non-disadvantaged peers. Some pupils have identified language development issues, indicating poor listening, oracy and comprehension skills. Early Years staff have reported that speaking and listening skills are less proficient in some Pupil Premium pupils and this is also true across the school. Some pupils have missed out on language opportunities through play and by listening to sequenced instructions and regular storytelling in their early years.
2	Early and regular phonics assessments and observations indicated that disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a negative impact on their development as readers.
3	Due to financial constraints some families require support in order for their children to fully engage in the cultural and enrichment aspects of the curriculum including off site visits; residential trips and instrumental music lessons as well as being able to afford school uniform.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably anxiety issues around change. These challenges particularly affect the disadvantaged pupils. Teacher referrals for social, emotional and mental health support have increased and 12 pupils (8 of whom are disadvantaged) currently required additional support with social and emotional needs and receive 1:1 support.

## 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 and listening skills and vocabulary among disadvantaged pupils.</i>	Assessments and observations indicate improved oral language and listening skills 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. KS2 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. All pupils making at least good progress from their starting points including all disadvantaged children. KS2 outcomes in writing and maths show that more than 80% meet the expected standard.
<i>Increase wider curriculum and cultural opportunities for disadvantaged children.</i>	An increase in participation in enrichment activities, particularly among disadvantaged pupils. Tracking of clubs indicates that more than 90% of pupil premium pupils in Year 1-6 have participated in a club. Tracking shows that all disadvantaged pupils have attended trips and visits that have been on offer at a similar level to their non-disadvantaged peers.

## Activity in this academic year 2022-23

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: £11,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early identification of speech and language gaps and difficulties using Language Link will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i>	There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading: Oral language interventions/ Toolkit Strand/ Education Endowment Foundation/ EEF	1  Language Link £250
<i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and purchase of additional reading materials</i>	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: Phonics/Toolkit Strand/ Education Endowment Foundation /EEF	2  Costs of programme: £3254  Cost of additional reading scheme books: £3000
<i>Teachers and TA's continue to develop phonics teaching through the Little Wandle scheme training.</i>	There is extensive evidence that teaching phonics using a systematic and synthetic approach is the most effective, particularly for children from disadvantaged backgrounds. Little Wandle is a DfE validated systematic and synthetic phonics scheme. Phonics/Toolkit Strand/EEF	2
<i>Teachers and TA's trained for interventions to support listening and communication skills.</i>	Oral language and interventions can have a positive impact on pupil progress and support learning skills across the curriculum.  EEF Oral language interventions.	1  Training from WCF Speech and Language £500
<i>Improve the quality of social and emotional through adopting the Thrive approach across school.</i>	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:	4  Costs of online programme, ongoing training and delivery: £1500 + 2876 += £4376

<i>Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff</i>	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,372

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Use of Language Link 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  <i>Funding to release teaching assistants to deliver interventions.</i> £450 + £2876 = £3326
<i>Additional phonics sessions targeted at disadvantaged pupils who required further phonics support. TA employed to support targeted phonics intervention.</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 £2876
<i>High quality and personalised phonics lessons for Y2 children who did not meet the Year 1 phonics check. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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.	2  2 hours a week x 20 weeks = £1170

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

Budgeted cost: £6,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive nurture sessions will be delivered to children requiring targeted support around emotions and mental health and wellbeing.</i>	<p>There is extensive evidence associate with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>EEF Social and Emotional Learning.</p> <p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning. Developing targeted provision for supporting mental health and welling is one of the eight principles driving the Senior Designated Mental Health Lead’s work in schools.</p>	<p>3, 4</p> <p>Delivery costs: £1552 + £600 + £1000 = £3152</p>
<i>Jigsaw PSHE programme which includes mindfulness – weekly sessions delivered to all pupils across school.</i>	<p>There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>EEF Social and Emotional Learning</p>	<p>3</p> <p>Access to online programme = £950</p>
<i>School trips, access to clubs and residential visits.</i>	<p>Pupils engaged with their peers and having the similar life chance opportunities. Engagement in wider opportunities including residential visits in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.</p> <p>There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>EEF Social and Emotional Learning</p>	<p>3, 4</p> <p>Ingestre x3 = £900 Pioneer x1 = £200 Additional trips or uniform: £200</p>
<i>Breakfast and end of day clubs as well as milk and fruit are available to all children and funded for those in receipt of FSM.</i>	<p>Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The wrap around care club ensures that children are in school on time and ready to start their learning.</p> <p>EEF National school breakfast programme</p>	<p>3</p> <p>£1500</p>

**Total budgeted cost: £25,654**



## 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 2021 to 2022 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.

PUPIL PREMIUM ATTAINMENT 2021-22									
	Reading			Writing			Maths		
	WT	ARE	GD	WT	ARE	GD	WT	ARE	GD
PP %	47%	53%	-	67%	33%	-	47%	53%	-
Non PP %	11%	71%	18%	22%	71%	7%	17%	69%	14%

### 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