



Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	186
Proportion (%) of pupil premium eligible pupils	9% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	November 2024
Date on which it will be reviewed	Annually – Nov 2025
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	£29,210
Recovery premium funding allocation this academic year	£761
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,971

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;
- improving parental engagement.

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 concentrate and 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 are 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.

Challenge number	Detail of challenge
1	Improving parental engagement - the school remains committed to working closely with families who are eligible for Pupil Premium funding. We aim to positively engage with parent's and especially target them to attend parents' evenings, workshops and events such as curriculum meetings. We continue to work alongside our families to encourage pupils to attend school every day and arrive promptly.
2	Early and regular phonics assessments and observations indicated that one third of disadvantaged pupils generally have greater difficulties with phonics than their peers due to lack of parental knowledge and support from home. This can have 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 due to change and/or safeguarding at home issues. These challenges particularly affect the disadvantaged pupils. Teacher referrals for social, emotional and mental health support have increased by 50% since 2022. 40% of referred pupils were disadvantaged and require additional support with social and emotional needs and receive 1:1 support. 50% of our Pupil Premium children receive 1:1 Thrive support.
5	Summative assessment across the school in Reading, Writing and Maths indicated that although percentages of pupils from disadvantaged and non-disadvantaged backgrounds achieve similarly overall, fewer disadvantaged pupils achieve above the expected levels.

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 phonics and reading outcomes among disadvantaged pupils.</i>	Phonics checklist results show that all the disadvantaged pupils reach the threshold. KS1 & 2 outcomes in reading show that more than 80% of disadvantaged pupils 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: Progress being evident between social and emotional assessments made at the start and end of the academic year – Thrive profiling. Data from the pupil councils, parent and pupil surveys and teacher observations. All pupils making at least expected progress from their starting points including all disadvantaged children. KS2 outcomes in writing and maths show that more than 75% 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 2024-25

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: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support recruited to enable interventions and the teaching of reading as prescribed through the Little Wandle scheme.</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, 5 £10,500
<i>Continuation of the implementation of the reading 'Catch-up' programme. CPD to enable this to continue.</i>	In-house evidence supports the need for action: End of year outcomes show that not all PP pupils attained as well as non-PP in reading which is a gateway to all learning.	2, 5 £2,000
<i>Improve the quality of social and emotional development through adopting the Thrive approach across school.</i> <i>Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff</i> <i>Development of whole school screening and the introduction of weekly wellbeing time.</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: EEF_Social_and_Emotional_Learning.Pdf (educationendowmentfoundation.org.uk)	4 Costs of online programme, ongoing training and delivery: £1,800 + £2,876 += £4,676

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

Budgeted cost: 7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics sessions targeted at disadvantaged pupils who required further phonics support.</i></p> <p><i>TA employed to support targeted phonics intervention.</i></p>	<p>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</p>	<p>2 £2,876</p>
<p><i>High quality and personalised phonics lessons for Y2 children who did not meet the Year 1 phonics check.</i></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>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:</p> <p>One to one tuition/ EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition/ Toolkit Stand/ Education Endowment Foundation / EEF.</p>	<p>2</p> <p>4 hours a week x 20 weeks = £2,340</p>
<p><i>Fund the shortfall costs for School-Led Tutoring in order that targeted support for pupils can be achieved.</i></p>	<p>Effective use of the School-led tutoring fund and PP fund will be used for targeted intervention in phonics, reading, writing and maths. A qualified teacher will provide 1:1 and up to 1:3 tuition for identified children assessed as not on track to reach their targets.</p> <p>EEF Small Group Tuition.</p>	<p>1,2,5</p> <p>Cost of hours across the year: £3,240</p> <p>Funding: £1,417</p> <p>Deficit from PP: £1,823</p>
<p><i>Targeted interventions focused on emotional wellbeing e.g., My Hidden Chimp, soft starts to the day and Time to Talk programmes, focused on targeted children.</i></p>	<p>In-house evidence that supports the need for action:</p> <p>8/17 PP children currently access Thrive for support with their mental health and wellbeing.</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>	<p>4 £2,000</p>

<p><i>Targeting PP families to attend subject workshops and curriculum evenings across school by developing relationships and greater opportunities.</i></p>	<p>In-house evidence that supports the need for action: A small number of hard to reach families are from the disadvantaged group. Targeted tracking of attendance at school events has identified this as an issue</p>	<p>1, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Thrive nurture sessions will be delivered to children requiring targeted support around emotions and mental health and wellbeing.</i></p>	<p>There is extensive evidence associate with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships. EEF Social and Emotional Learning. 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 wellbeing is one of the eight principles driving the Senior Designated Mental Health Lead’s work in schools.</p>	<p>3, 4, 6 Delivery costs: £1552 + £600 + £1000 = £3152 2 mornings of RM 2 p.m. of MC</p>
<p><i>Jigsaw PSHE programme which includes mindfulness – weekly sessions delivered to all pupils across school.</i></p>	<p>There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships. EEF Social and Emotional Learning</p>	<p>4 Access to online programme = £950</p>
<p><i>School trips, access to clubs and residential visits.</i></p>	<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. There is extensive evidence associated with supporting children’s social and emotional development and improving</p>	<p>3, 4 Ingestre x2 = £900 Pioneer x2 = £1200</p>

	academic outcomes, behaviour and relationships. EEF Social and Emotional Learning	
<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>	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. EEF National school breakfast programme	3, 6 £800
<i>Pastoral support for those pupils who find unstructured times difficult such as lunchtime. Provision of clubs to enable calm emotions and ability to be ready to learn in the afternoons.</i>	In-house evidence that supports the need for action: 8/17 PP children currently access Thrive for support with their mental health and wellbeing. 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: EEF_Social_and_Emotional_Learning.Pdf (educationendowment foundation.org.uk)	4, 5

Total budgeted cost: £31,300

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 2023 to 2024 academic year.

Activity	Objectives	Impact
	Teaching and support staff have the knowledge and skills to teach well and implement additional interventions in order to support children's reading and communication skills	Observations internally and by external advisors show coherency in sessions across school and high-quality delivery.
Implementation of DfE approved synthetic phonics programme	School are using an approved DfE scheme. The programme provides a high expectation to all pupils reading effectively Teaching and support staff deliver phonics consistently across school. Phonics and reading outcomes improve.	100% disadvantaged achieved Y1 phonics check and 86% Y2 retakes, two were disadvantaged. 1 out of the two passed the re-take. Although this is an improving result there is room for increasing this further and so will remain a target area for next year.
Provision of interventions and small group phonics support	To ensure that pupils keep up with high expectations of phonics knowledge and enables them to read with fluency and accuracy.	Y2 phonics resits – 86% pass rate. The disadvantaged pupil in Y1 passed phonics check.
Thrive training and delivery of small group and one to one emotional support.	To improve children's emotional wellbeing leading improved learning, behaviour and life chances. Impact on disadvantaged pupils to be measured using the online profiling, this will show gaps being filled. Individual pupils in need of emotional support or mental first aid being identified quickly and supported, this leads to better academic outcomes.	Structured approach to delivery is becoming embedded. Thrive spaces have been developed to enable a greater awareness amongst pupils about Thrive support and more immediate access to emotional support when needed. Practitioners are able to check in with more pupils regularly.
SENCO and assistant time to focus on PP pupils – measured interventions	Extra focus on SEND and disadvantaged pupils enables a rigorous focus on the needs of these pupils. This	Outcomes for PP & SEND pupils (all in Y6) demonstrated 80% achieved Expected in reading. Three

	ensures timely and appropriate interventions to keep pupils on track.	pupils (60%) achieved expected in all areas. Outcomes for the remaining pupils were below expected but independence, understanding and confidence had improved over time.
Purchase of additional reading materials to take home as well as online reading material.	Combination of both physical and digital reading material to enable high access to reading materials and to ensure that reading outcomes remain high and pupils have positive attitudes towards reading.	Reading outcomes are increasing with 75% of disadvantaged in Y6 reaching expected outcomes at the end of the year.
Residential trips and off-site trips	To enable pupils to gain confidence, social skills and enjoyment whilst expanding self-esteem, knowledge and skills. Ensures all disadvantaged pupils have the same opportunities as non-disadvantaged and benefit from a wide range of experiences.	All pupils able to access and engage with wider and culturally rich experiences. All pupils across school attended planned trips. All disadvantaged pupils in Y4 and Y6 attended residential visits which supported these children's needs. Positive feedback via pupil voice.
Uniform contribution	To ensure all pupils feel a sense of belonging and a full part of the school. To ensure that any differences financially do not impact on their wellbeing and sense of identity at school.	All disadvantaged pupils have access to school uniform contribution and use it when required. All pupils wear uniform.
Wrap contribution	To ensure children have access to high quality care and have access to food at the start and end of the day. Consistency in routines supports the children's wellbeing, emotionally and physically.	Targeted PP child was supported to attend breakfast wrap and this ensured school attendance was high.

PP Children - % of children are ARE+

ARE+	End of Summer Term 2024		
	Reading	Writing	Maths
Reception (0)	-	-	-
Year 1 (1)	100%	0	0
Year 2 (6)	67%	50%	67%
Year 3 (2)	0	0	50%
Year 4 (3)	33%	0	67%
Year 5 (4)	75%	75%	75%
Year 6 (4)	100%	75%	75%

Non PP Children - % of children are ARE+

ARE+	End of Summer Term 2024		
Year Group	Reading	Writing	Maths
Reception (27)	93%	82%	82%
Year 1 (28)	71%	61%	61%
Year 2 (24)	79%	71%	67%
Year 3 (28)	79%	71%	86%
Year 4 (25)	68%	68%	88%
Year 5 (19)	58%	53%	63%
Year 6 (26)	77%	81%	92%

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
Jigsaw – The Mindful Approach	Jigsaw