

26/09/Pupil premium strategy statement

Adopted 25 Sept 2024. Review Sep 2025

Blackboys CE Primary School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	School year 2024 - 25
Date this statement was published	26/09/2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Graham Sullivan (Head)
Pupil premium lead	Sophie Levey (SENCO)
Governor / Trustee lead	Zoe Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16, 334
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year	£16, 334

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Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Please speak to the school office as soon as possible if you think that your child may be eligible for free school meals.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils achievement at school. The Department of Education has created a document **Pupil Premium - what you need to know** which expands on the purpose of the pupil premium and the key facts.

At Blackboys Primary we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance in life.

We are a small rural school of 131 (September 2024) pupils and for the year 2023-24 approximately 8% of our pupils were in receipt of the Pupil Premium Grant. This is well below national average.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. work of the Sutton Trust.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant

barrier to learning. We work with families to make sure children get the support they need.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed and we aim to ensure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a "can do" attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced teachers to teach children individually and in small groups, working on focused targets to boost attainment.

- Funding for emotional support and building confidence and self-esteem through counselling and play therapy.
- Funding for enrichment activities. E.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities.
- Additional individual or small group tuition programmes tailored individually for those children who need a boost to their learning, eg small group reading, writing or maths tuition.
- TA support for 1:1 work or small groups in maths and literacy.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.
- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with both teachers, Inclusion team and Senior Leadership Team member.

Our PPG Report will be updated regularly and reviewed annually.

The next review will be in September 2025.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Challenges

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

Challenge number	Detail of challenge
1	Securing improved mental health and emotional well-being outcomes, and success in managing emotions

2	Accelerated progress in reading, writing and maths for vulnerable groups across the school
3	Increasing engagement in reading for pleasure in our vulnerable groups
4	Broadening the life experience of vulnerable pupils and ensuring their access to cultural capital in line with that of their peers

Intended outcomes

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

Intended outcome	Success criteria
Staff are well trained and feel more confident in meeting the emotional and well-being needs of pupils.	All classes are using appropriate emotional regulation resources. Qualitative data (Pupil, Voice and questionnaires) show that pupils feel understood and able to let adults know how they are feeling. Pupils report feeling safe and happy at school.
Raised attainment in reading, writing and maths for all vulnerable pupils.	Book scrutiny and regular teacher assessment shows that reading, writing and maths skills for vulnerable children are improving and any gap between them and their peers is closing. Also shown by termly formal assessment (reading and maths).
Improved engagement in reading among vulnerable pupils	More children are choosing from Mr Sullivan's books. More children are ready to engage with adults on books they are enjoying. More children join in with voluntary reading activities (writing book reviews, entering competitions etc). Reading assessments show improving accuracy and comprehension skills (MARK and other formal assessments). More children report back that they are enjoying their reading as part of Pupil Voice.
For all children to experience the broad life experience that builds cultural capital	All children identified as vulnerable have the opportunity to visit a city, an art gallery, a book shop, a library.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MHEW lead teacher developing a steering group across the federation to embed the Preventative Curriculum</p> <p>SENCO and MHEW to attend Neurodiversity training in October 2024</p> <p>Cost: £500</p>	<p>EEF: Focus on Social and Emotional Learning improving interactions with others and managing emotions can have a significant positive impact on pupils (+4 months). Ensuring that children develop core learning skills of good self-esteem, resilience and perseverance.</p>	1

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-1 sessions with qualified teacher</p> <p>£2,000</p>	<p>Focused teaching with qualified teacher.</p> <p>Education Endowment Foundation. One to one tuition: +5 months impact</p>	2, 3

Extra TA support in class, including behaviour support 1:1 £3,000	EEF: Good Use of TAs - TAs providing support in class to pupils in developing self-help and independence skills. Also high quality targeted interventions in small group and 1:1, particularly for reading	1, 2, 3
Maths booster with qualified teacher £2,500	Focused teaching with qualified teacher. Education Endowment Foundation. One to one tuition: +5 months impact	1

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

Budgeted cost: £8, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling £1,500	EEF: Focus on Social and Emotional Learning improving interactions with others and managing emotions can have a significant positive impact on pupils (+4 months). Ensuring that children develop core learning skills of good self-esteem, resilience and perseverance.	1
Curriculum resources £400	Resources specific to the needs of individual vulnerable children	2, 3
Non-curriculum resources £200	Resources specific to the needs of individual vulnerable children	2, 3
PPG enrichment trips £2,000	Supported by evidence from the Sutton Trust and the Social Mobility Commission. Although not directly referenced by the EEF, cultural capital is relevant to aspects which are (Arts Participation, Homework, Sports Participation, Outdoor Adventure).	4
Breakfast and after-school clubs, residential visit in	Our children have the opportunity to visit the National Portrait Gallery in	1, 4

2025 and class trips. Music and extra-curricular sports lessons £4,300	London and a theatre and library locally. Full participation in all activities on offer at school (including KS2 French trip).	
KS2 Residential trip		1, 4
Uniform £150	EEF; evidence is weak for the impact of uniform in isolation. But at our school smart uniforms reflect our school vision statement 'to be the best we can be'. We encourage the children to look smart, and feel confident and ready to learn. All children will have a smart uniform to wear to school.	1

Total budgeted cost to date: £ 16,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>How do children in receipt of PPG achieve compared with their peers?</u>					
SATS Summer 2024 (whole cohort in bracket)					
Reaching the expected level	Reading	Writing	Spelling, Punctuation and Grammar	Maths	Combined Reading, Writing, Maths
Year 2 (50% SEN/PPG crossover)	66% (80%)	33% (68%)	-	33% (80%)	-

Year 6	100% (95%) National figure for all pupils 74%	100% (86%) National figure for all pupils 72%	100% (95%) National figure for all pupils 72%	100% (95%) National figure for all pupils 73%	100% (86%) National figure for all pupils 61%

Children make good progress from their individual starting points. In KS2 there is no significant gap between the attainment of children with PPG and their peers.

The vast majority of children have positive attitudes towards learning and say that they enjoy school (Pupil Questionnaire Summer 2024). They want to be the best they can be (John 10.10). Attendance is good for all children.

All children have access to a smart uniform and PE kit.

They are confident and happy learners.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.