

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 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	Blackbrook Primary School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2025 (updated annually)
Date this statement was published	January 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Daniel Seviour Headteacher
Pupil premium lead	Toby Sime Deputy Headteacher
Governor lead	Dawn Hayes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480 Service child £1,020 Post LAC £5,140
Recovery premium funding allocation this academic year	£0 No longer provided
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,480</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The activity we have outlined in this statement is 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.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	We are still supporting pupils to recover from the impact COVID has had on early reading and phonics attainment.
2	The maths curriculum is full and yet some disadvantaged pupils are failing to reach age related expectations and master the crucial aspects of the maths.
3	There are differing levels of aspiration and cultural capital. Consecutive lockdowns have widened the gap around cultural knowledge/ capital
4	Poor oral language and speech is evident within the baseline for EYFS pupils. Research shows that the language gap can impact on attainment throughout the education system.
5	Writing attainment, specifically grammar and spelling, have been impacted by the disruption to children's education.

## 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
Increase early reading and phonics attainment.	<ul style="list-style-type: none"> <li>Phonics screening assessment will show an increase in pupils achieving age related expectations.</li> <li>Increase in number of pupils achieving age related expectations in reading by the end of KS1.</li> </ul>
Sustain and improve the level of mathematical fluency, and therefore attainment, for target pupils.	<ul style="list-style-type: none"> <li>KS1 maths results will continue to show the impact of intervention to support early maths fluency.</li> <li>KS2 intervention data will demonstrate the impact of our new intervention strategy.</li> <li>MTC data will show an increase in times tables fluency by the end of Year 4</li> </ul>
To ensure a breadth of opportunities and a knowledge rich curriculum is delivered to all pupils.	<ul style="list-style-type: none"> <li>Learning Review Weeks will demonstrate pupils are being exposed to the curriculum breadth captured in the latest TOP curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Review Weeks will demonstrate the pupils are being supported to acquire key knowledge and make progress across the curriculum.</li> <li>• Pupils will have access to a breadth of extra-curricular activities from the start of term and uptake of disadvantaged pupils will be tracked.</li> </ul>
The school will have a framework to deliver high quality oracy across the curriculum.	<ul style="list-style-type: none"> <li>• Learning Review Weeks will demonstrate that the Voice 21 Oracy Framework is becoming embedded across the curriculum.</li> <li>• Teacher knowledge of the Framework will be high</li> </ul>
Writing attainment, including the number of pupils at greater depth, will be consistently high.	<ul style="list-style-type: none"> <li>• Key Stage 2 and 1 writing attainment data will show an increase in attainment and more consistency.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all teachers have a secure understanding of what constitutes good oracy in different contexts, and are supported to implement this across the curriculum.	Extensive EEF evidence base showing a potential impact of +6 months	4 and 3
To ensure staff are supported to plan for how oracy can deepen and enhance pupil learning in a given subject- using the Voice 21 Framework.	Extensive EEF evidence base showing a potential impact of +6 months	4 and 3
To focus on the effective delivery of shared and modelled writing.	Ofsted's Research Overview (Jul 2022) summarises evidence relating to shared and modelled writing  The EEF Improving Literacy publications, November 2021, also advocate modelled and supported practice	5
To ensure the writing planning process is being implemented consistently in all year groups throughout the year.	Our planning process is underpinned by evidence in the EEF Improving Literacy publications	5
To implement 'Every Time I Write' sheets to support the progressive teaching of editing throughout the school.	The importance of formative assessment and editing is advocated by EEF	5
To embed and sustain teaching of fluency in EYFS and	The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics	2

KS1 through Mastery Number programme. To also support Years 4 and 5 in the programme this academic year.	The research behind this approach is summarised by the NCETM	
To continue to implement an additional maths fluency slot for KS2 classes.	The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics- <a href="#">click here</a> .	2
To continue to monitor a new system of maths interventions in each KS2 year group.	Recommendation 7 in the EEF'S guidance report Improving Mathematics in Key Stage 2 and 3 highlights the potential impact of an intervention	2
To enhance phonics CPD by continuing to invest in RWI Online Portal.	EEF evidence illustrates the impact of an effective approach to teaching phonics.	1
To ensure teachers are supported to make necessary adaptations for dyslexic pupils.	Ofsted's Research Overview (Jul 2022) summarises evidence relating to making adaptations to the teaching of writing	5
To use and continue to monitor the updated TOP Curriculum to inform medium term planning.  Support the health and well-being of pupils through arts and culture.	The Ofsted Framework summarise the crucial importance of a school's curriculum to the development of cultural capital.  Ofsted added the term 'cultural capital' to the inspection handbook in 2019. In paragraph 226, it defines it 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.  In her speech in 2019, Chief Inspector Amanda Spielman explained what the term means in practice: By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have.	3

	... So for example, it's about being able to learn about and name things that are, for many, outside their daily experience.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review and implement a system of phonics interventions.	The EEF highlights research that show the positive impact of well implemented phonics interventions	1
To sustain Speech Link language interventions for pupils in EY/KS1	The EEF highlights the impact of language interventions: <a href="#">click here</a> .	4

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

Budgeted cost: £4,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to implement the pastoral role, now fulfilled by a new member of staff.	Numerous texts exist on the importance of supporting pupils with relational provision in schools.  This is highlighted in EEF's publication <i>Improving Behaviour in Schools</i>	1-5
To support pupils to access extra-curricular activities.	EEF research is strong on the impact of pupils with sport and the Arts	5

**Total budgeted cost: £38,480**

## 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.

#### Attainment

Possible threads to explore (based on three cohorts above):

- ✓ Statutory assessment data (if reflecting on Summer data)
- ✓ Current attainment (NFERs, TA for Writing)
- ✓ Predictions for attainment for Ever 6 FSM - end of KS2 assessments

#### ***Ever 6 FSM – Outcomes at the end of the last academic year***

The below table outlines the attainment of pupils identified as EVER 6 FSM for the last academic year.

	NoR	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Total (% of cohort)	32	6	1	4	8	6	5	2
			EYFS	SATS	NFER	NFER	NFER	Mock SATS
Reading			Exp 1	J Below2	Exp 5	Exp 1	Above 2	Exp 1
				Below 2	J Below1	Below 4	J Below 1	J Below 1
					Below 2		Below 1	
Writing			Exp 1	J Below1	On-track 3	J Below 2	On-track 1	On-track 1
				Below 1	J Below 2	Below 4	Just Below 2	
				>1 year below 1	>1 year below 1			J Below 1
				>2 year below 1	> 2 years below 2		>2 years below 1	
Maths			Exp 1	Exp 1	Exp 4	Exp 2	Above 1	Just Below 1
				Just Below 1		Just Below 1	Exp 1	
				Below 2	Just Below 3	Below 3	Just Below 2	Below 1
					Below 1			



The below table outlines progress over time of pupils identified as EVER 6 FSM for the last academic year.

**Progress**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progress	6 N/A	1 N/A	4 EYFS – Y1 sum	8 EYFS – Y2 sum	6 EYFS – Y3 sum	5 EYFS – Y4 sum	2 EYFS – Y5 sum
Reading	N/A	N/A	-0.5	-0.1	-0.5	+0.6	-0.5
Writing	N/A	N/A	-0.8	-0.4	-0.8	+0.2	-0.5
Maths	N/A	N/A	-0.3	-0.9	-0.8	0	-0.5