

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Blackbrook Community Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022, 2023 and 2024
Date this statement was published	26.9.2022
Date on which it will be reviewed	March 2023
Statement authorised by	Local School Committee
Pupil premium lead	Barney Rycroft
Governor / Trustee lead	Dawn Webber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43, 915
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,555

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 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	Challenge	Detail of Challenge
1	Poor early reading and phonics	We are still supporting pupils to recover from the impact COVID has

		had on early reading and phonics attainment.
2	Mathematical conceptual and procedural fluency	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	Cultural Capital	There are differing levels of aspiration and cultural capital. Consecutive lockdowns have widened the gap around cultural knowledge/ capital
4	Language and Oracy	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	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.	Phonics screening assessment will show an increase in pupils achieving age related expectations. Increase in number of pupils achieving age related expectations in reading by the end of KS1.
Sustain and improve the level of mathematical fluency, and therefore attainment, for target pupils.	KS1 maths results will continue to show the impact of intervention to support early maths fluency. KS2 intervention data will demonstrate the impact of our new intervention strategy. MTC data will show an increase in times tables fluency by the end of Year 4

<p>To ensure a breadth of opportunities and a knowledge rich curriculum is delivered to all pupils.</p>	<p>Learning Review Weeks will demonstrate pupils are being exposed to the curriculum breadth captured in the new TOP curriculum.</p> <p>Learning Review Weeks will demonstrate the pupils are being supported to acquire key knowledge and make progress across the curriculum.</p> <p>Pupils will have access to a breadth of extra-curricular activities from the start of term and uptake of disadvantaged pupils will be tracked.</p>
<p>The school will have a framework to deliver high quality oracy across the curriculum.</p>	<p>Learning Review Weeks will demonstrate that the Voice 21 Oracy Framework is becoming embedded across the curriculum.</p> <p>Teacher knowledge of the Framework will be high.</p>
<p>Writing attainment, including the number of pupils at greater depth, will be consistently high.</p>	<p>Key Stage 2 and 1 writing attainment data will show an increase in attainment and more consistency.</p>

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: £ 28,915

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	Extensive EEF evidence base showing a potential impact of +6 months: click here	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: click here	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- Click here The EEF Improving Literacy publications, November 2021, also advocate modelled and supported practice- click here	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- click here .	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- click here .	5

<p>To embed and sustain teaching of fluency in EYFS and KS1 through Mastery Number programme.</p>	<p>The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics- click here.</p> <p>The research behind this approach is summarised by the NCETM- click here.</p>	<p>2</p>
<p>To implement an additional maths fluency slot for KS2 classes.</p>	<p>The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics- click here.</p>	<p>2</p>
<p>To enhance phonics CPD by investing in new RWI Online Portal.</p>	<p>EEF evidence illustrates the impact of an effective approach to teaching phonics – click here</p>	<p>1</p>
<p>To ensure teachers are supported to make necessary adaptations for dyslexic pupils.</p>	<p>Ofsted’s Research Overview (Jul 2022) summarises evidence relating to making adaptations to the teaching of writing - Click here</p>	<p>5</p>
<p>To use the updated TOP Curriculum to inform medium term planning.</p>	<p>The Ofsted Framework summarise the crucial importance of a school’s curriculum to the development of cultural capital.</p> <p><i>Ofsted added the term 'cultural capital' to the inspection handbook in 2019. In paragraph 226, it defines it as:</i></p> <p><i>... 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.</i></p> <p><i>In her speech in 2019, Chief Inspector Amanda Spielman explained what the term means in practice:</i></p> <p><i>By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have.</i></p> <p><i>... So for example, it’s about being able to learn about and name things</i></p>	<p>3</p>

	<i>that are, for many, outside their daily experience.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement 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: click here	2
To review and implement a system of phonics interventions.	The EEF highlights research the show the positive impact of well implemented phonics interventions- click here .	1
To sustain Speech Link language interventions	The EEF highlights the impact of language interventions: click here .	4

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and implement a new pastoral staffing role.	Numerous texts exist on the importance of supporting pupils with relational provision in schools. This is highlighted in EEF's publication Improving Behaviour in Schools- click here .	Will impact 1-5
To support pupils to access extra-curricular activities.	EEF research is strong on the impact of pupils with sport and the Arts- click here	5

Total budgeted cost: £???????

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.

There are no published results for the academic year 2021/22 due to the impact of the COVID pandemic.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than the previous year in a number of areas.

PASS survey results (pupil's attitude to school and self) also indicate that disadvantaged attitudes to the curriculum and their perceived ability also rose to be in line with their peers.

Progress of disadvantaged pupils was also in line with non-disadvantaged peers in most areas and year groups.

Despite these successes being on track we have lots of still needed to support all pupils to recover to pre-pandemic levels of attainment.

Here is a summary of PP progress (in 3 core areas) in all year groups using internal school assessments:

Reading – autumn to summer Progress

	Above Expected Progress	Expected Progress	Below Expected Progress	Global Progress Score	SEND Progress Score	PP Progress Score	Analysis Points
Year 1	36%	55%	3%	+0.4	+0.0 (4 pupils)	+0.0 (5 pupils)	Main to Nfer
Year 2	6%	76%	18%	+0.3	+0.5 (11 pupils)	+0.7 (3 pupils)	Nfer to SAT
Year 3	69%	3%	26%	+6.1	+3.8 (4 pupils)	-3.7 (3 pupils)	Nfer to Nfer
Year 4	79%	6%	15%	+6.8	+6.0 (10 pupils)	+8.3 (6 pupils)	Nfer to Nfer
Year 5	55%	12%	27%	+0.1	+0.6 (6 pupils)	-0.8 (4 pupils)	Nfer to Nfer
Year 6	70%	9%	15%	+4.4	+9.4 (12 pupils)	+7.8 (6 pupils)	Mock SAT to SAT

Maths – autumn to summer Progress

	Above Ex-pected Pro-gress	Expected Progress	Below Ex-pected Pro-gress	Global Progress Score	SEND Pro-gress Score	PP Pro-gress Score	Analysis Points
Year 1	68%	39%	6%	+0.6	+0.8 (4 pupils)	+0.3 (5 pupils)	Main to Nfer
Year 2	32%	62%	6%	+0.3	+0.5 (11 pupils)	+0.3 (3 pupils)	Nfer to SAT
Year 3	51%	9%	37%	+0.4	+2.8 (6 pupils)	-3.3 (3 pupils)	Nfer to Nfer
Year 4	59%	6%	35%	+1.3	+1.3 (10 pupils)	-0.3 (6 pupils)	Nfer to Nfer
Year 5	52%	12%	30%	+1.0	+2.8 (6 pupils)	+0.8 (4 pupils)	Nfer to Nfer
Year 6	94%	0%	6%	+5.3	+4.6 (12 pupils)	+4.4 (6 pupils)	Mock SAT to SAT

Writing - autumn to summer progress

	Above Ex-pected Pro-gress	Expected Progress	Below Ex-pected Pro-gress	Global Progress Score	SEND Pro-gress Score	PP Pro-gress Score	Analysis Points
Year 1	36%	58%	0%	+0.5	+0.8 (4 pupils)	+0.5 (5 pupils)	Main to Main
Year 2	35%	65%	0%	+0.4	-0.3 (11 pupils)	-0.3 (3 pupils)	Main to Main
Year 3	20%	74%	3%	+0.2	+0.3 (4 pupils)	+1.0 (4 pupils)	Main to Main
Year 4	44%	56%	0%	+0.5	+0.5 (10 pupils)	+0.3 (6 pupils)	Main to Main
Year 5	24%	58%	15%	+0.1	+0.0 (6 pupils)	+0.2 (4 pupils)	Main to Main
Year 6	27%	70%	3%	+0.2	+0.2 (12 pupils)	+0.0 (6 pupils)	Main to Main

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Incorporated with main pupil premium spend plus some targeted support for wider curriculum.
What was the impact of that spending on service pupil premium eligible pupils?	See impact data above.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Continued work around effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. This was initiated last year with a whole school CPD/ action research project led by Shirley Clarke.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Continued focus on enabling learning environments.
- Continued work developing the teaching of reading in Key Stage 2.
- Work to establish an instructional coaching system to support teacher professional development.