

Pupil premium strategy statement

This statement details our school's use of pupil premium funding in 2025-6 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	222
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028 (updated annually)
Date this statement was published	November 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Daniel Seviour Headteacher
Pupil premium lead	Toby Sime Deputy Headteacher
Governor lead	Andrew Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,505 Service child £350 x4 £1,400 Post LAC
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
Total budget for this academic year	£55,905

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.

The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Key focus areas for our strategy:

- 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. We aim to identify and remove barriers to student success and aspiration with a view of closing the gap between pupil premium students and their peers, mitigating academic and wider contextual factors to accelerate their success as students. At the same time this will benefit the non-disadvantaged pupils in our school.
- Implicit in the intended outcome detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.
- To ensure we have a curriculum that is both ambitious and relevant to our context that allows students to gain the knowledge and understanding needed to thrive both within and beyond their school life.

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	Assessments, Learning Review Week monitoring activities and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest some of our disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Assessments, observations, and discussions with pupils suggest some of our disadvantaged pupils generally have greater difficulties with writing than their peers.
4	Internal and external assessments indicate that maths attainment among some of our disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due a lack of enrichment opportunities and parents finding behaviours challenging to manage. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	<ul style="list-style-type: none"> • Learning Review Weeks will demonstrate that the Voice 21 Oracy Framework is becoming embedded across the curriculum. • Teacher knowledge of the Framework will be high
Increase early reading and phonics attainment.	<ul style="list-style-type: none"> • 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.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 reading outcomes show that more than 50% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • parental attendance on Young Somerset workgroups / Somerset parent carer 'wise-up workshops' • a sustained participation in enrichment activities, particularly among disadvantaged pupils.
Sustain and improve the level of mathematical fluency, and therefore attainment, for target pupils.	<ul style="list-style-type: none"> • KS1 maths results will continue to show the impact of quality first teaching / intervention to support early maths fluency. • KS2 data will demonstrate the impact of our new quality first teaching approach / intervention support. • MTC data will continue to show the sustained attainment in times tables fluency by the end of Year 4
To ensure a breadth of opportunities and a knowledge rich curriculum is delivered to all pupils.	<ul style="list-style-type: none"> • Learning Review Weeks will demonstrate pupils are being exposed to the curriculum breadth captured in the latest TOP curriculum. • Learning Review Weeks will demonstrate the pupils are being supported to acquire key knowledge and make progress across the curriculum. • Pupils will have access to a breadth of extra-curricular activities from the start of term and uptake of disadvantaged pupils will be tracked.
Writing attainment, <i>including the number of pupils at greater depth, will be consistently high.</i>	<ul style="list-style-type: none"> • Key Stage 1 and 2 writing attainment data will show an increase in attainment and more consistency.

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: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all teachers sustain understanding of what constitutes good oracy in different contexts, and are supported to implement this across the curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1-4
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	1-4
Sustain and enhance the use of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Read Write Inc.) -phonics, comprehension, fresh start & spelling To enhance phonics CPD by continuing to invest in RWI Online Portal.	Develop strategies to develop and enhance the Read, Write, inc phonics, spelling, fresh start and comprehension schemes and provide adapted support and intervention across the year groups. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF EEF evidence illustrates the impact of an effective approach to teaching phonics.	2-3
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	3

	advocate modelled and supported practice	
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	3
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	3
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	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	4
To embed and sustain teaching of fluency in EYFS and KS1 through Mastery Number programme. To also support Years (3) 4 and 5 in the programme this academic year.	The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics The research behind this approach is summarised by the NCETM	4
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- click here.	4
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	4
To use and continue to monitor the updated TOP Curriculum to inform medium term planning.	The Ofsted Framework summarise the crucial importance of a school's curriculum to the development of cultural capital.	5

<p>Support the health and well-being of pupils through arts and culture.</p>	<p>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.</p> <p>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. ... So for example, it's about being able to learn about and name things that are, for many, outside their daily experience.</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): Improving Social and Emotional Learning in Primary Schools EEF</p>	5

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
<p>One to one and small group tuition for pupils in need of additional support, delivered in</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p>	2-4

<p>addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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 delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2-3
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <p>To sustain Speech Link language interventions for pupils in EY/KS1</p>	<p>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 impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>The EEF highlights the impact of language interventions: click here.</p>	1

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

Budgeted cost: £5,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to implement the pastoral role, now fulfilled by a new member of staff.</p>	<p>Numerous texts exist on the importance of supporting pupils with relational provision in schools.</p> <p>This is highlighted in EEF's publication <i>Improving Behaviour in Schools</i></p>	5

To support pupils to access extra-curricular activities.	EEF research is strong on the impact of pupils with sport and the Arts	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2024 to 2025 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)	35	1	6	1	4	10 (2)	7(1)	6 (1)
			EYFS	NFER	SATS	NFER	NFER	NFER
Reading			GLD 3	GD 1	J Below1	GD 1	GD 2	Above 2
					Below 3	ARE 4	ARE 1	ARE 3
					JBelow2	J B1		
					Below3	Below 3	J B 1	
Writing			Not GLD3	ARE 1	J Below1	On-tck 2	ARE 3	On-track 2
					Below 3	J B 4		
							JB 1	J B 1
						Below 4	Below 3	Below 3
Maths				GD 1	ARE 1	ARE 6	GD 2	GD1
								ARE 2
					Just Below 2		Exp 2	Just Below 1
						J B 2	J B 1	Below 2
				Below 1	Below 2	Below 2	Below 2	

Year 6 Predictions Ever 6 FSM (6 Pupils)

	WTS	EXS	ABOVES
Reading	0	6	1
Writing	3	3	0
Maths	2	4	2

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	1 EYFS – Y1 sum	4 EYFS – Y2 sum	10 (2 no data) EYFS – Y3 sum	8 (4 no data) EYFS – Y4 sum	6 EYFS – Y5 sum
Reading	N/A	N/A	+1	0	0	-0.5	+1.2
Writing	N/A	N/A	0	0	-0.6	-0.5	-0.2
Maths	N/A	N/A	+1	0	-0.4	0	0

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there is good attainment in year 1,2,4,5 and 6 with Year 3's progress on target. There is good potential for some pupils to achieve greater depth.

As a percentage of children that are Ever6 FSM

- Half of the children 18/37 were behind age related expectation in reading.
- Two-thirds of the children 24/ 37 were behind age related expectation in writing.
- Half of the children 18/37 were behind age related expectation in maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that there are more disadvantaged children behind age related expectations than there are non-disadvantaged pupils as a percentage. However, in some cases of greater depth pupils, there are more pupils as a percentage.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance is excellent overall, but behaviour and well-being for some of the pupils is an area where we have sought pastoral support to help them.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that focussed teacher support and interventions both academic and pastoral have been effective in supporting pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Pastoral support	Young Somerset

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling from our pastoral / mental health leader has been provided to support the emotional needs of some service children and their families.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- 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.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated provision and activities undertaken in this years and previous years Learning Review Weeks- every half- term. This was discussed with a designated school governor and then reported widely to school governors. Findings are also shared with all school staff and discussed in detail at Senior Leadership Team meetings.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage e.g. leaders from Boolean maths hub and Cabot Learning federation.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.