



Pupil Premium Strategy Statement



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	Blackford CE Primary
Number of pupils in school	40 + 6 Nursery
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	L Slater, Headteacher
Pupil premium lead	S Noble
Governor lead	T Pickshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,005
Recovery premium funding allocation this academic year	£ 2,000
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	£ 18,005

Part A: Pupil premium strategy plan

Statement of intent

At Blackford CE School we strongly believe that all pupils have an entitlement to the full breadth of the National Curriculum and the wider opportunities we offer, irrespective of a child's background or challenges they face. We aspire for all children to reach their potential and the pupil premium strategy is to support all disadvantaged pupils to achieve this, including those who are already high attainers.

Quality first teaching, combined with rich learning opportunities is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefiting the non-disadvantaged pupils in our school.

We will not make assumptions about the impact of disadvantage but will use assessments to determine both individual needs and common areas for support.

Our objectives include:

- Narrowing the attainment gap between disadvantaged and non-disadvantaged pupils
- Ensuring teaching and learning opportunities meet the needs of all the pupils
- Acting early to intervene at the point any need is identified
- Taking responsibility for disadvantaged pupils' outcomes so the pupils' reach their potential
- Acknowledging that not all pupils who are socially disadvantaged are registered or qualify for FSM.
- Acknowledging that common barriers to learning can impact on a child not reaching their potential (attendance and punctuality, language and communication skills etc)
- Responding to EEF research when making decisions about Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Small school budget / staffing pressures to maintain interventions and support
2	Lower starting points on entry compared to peers (Nursery or joining from other schools across all year groups)

3	Lower rates of attendance for some disadvantaged children which negatively impacts on their social and emotional development as well as academic progress
4	Increased level of mental health and wellbeing needs across school
5	Parental engagement with some families

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
1. Improved language and communication skills for all children.	Disadvantaged pupils in EYFS/Y1 make good progress and can communicate their thoughts and ideas clearly and articulately. Specialist advice is sought and acted upon where necessary.
2. Progress in Phonics	Pupils make at least the expected progress and pass phonics pass mark. All staff receive updated RWI training via English Hub.
3. Progress in Reading and Writing	Pupils make at least expected progress in KS1 and KS2 in reading and writing. Reading for Pleasure, handwriting and writing embedded across the school.
4. Improved attendance for all pupils in Blackford CE School, including disadvantaged pupils.	Attendance and punctuality for disadvantaged pupils is in line with that of all pupils in Blackford CE School and in line/above national attendance rates.
5. All pupils will make at least expected progress in core subjects.	Pupils make expected or accelerated progress from their starting points (internal and statutory testing data) so that RWM outcomes for disadvantaged pupils are broadly in line with national average.
6. All pupils have access to the full breadth of the National Curriculum and the opportunities we offer beyond the curriculum. Emotional well-being and resilience are high for all pupils.	Disadvantaged children take part in extra-curricular activities and school trips, including residential. Pupils have high self-esteem and good mental health.
7. Development of play through OPAL	Playtimes and lunchtimes will be purposeful and provide opportunities for all children to improve their mental and physical health through play.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and teaching assistants support PP children 1-1 or 1-3	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF 1-1 Tuition)	1, 2, 3, 5, 6
In-class teaching assistant support to access the curriculum and extend learning opportunities	Feedback directs or refocuses the learner's actions to achieve a goal. Learner's self-regulate and take responsibility of their learning. (EEF Small Group Tuition)	1, 2, 3, 5, 6
CPD from Princes' Teaching Institute and RWInc whole-staff training 1 day / term subject leadership release Local Authority Early Years support and development of indoor and outdoor provision	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF Toolkit)	1, 5, 6
Termly Pupil Progress Meetings with focus on PP progress and target setting	Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. (EEF Toolkit)	1, 2, 3, 5, 6

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

Budgeted cost: £9129

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x KS2 STA to carry out 1-1 or 1-2 interventions with children.	EEF: One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. (EEF 1-1 Tuition)	1,2,3,5,6
KS1 1-1 or 1-2 interventions by STA.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, (EEF Teaching Assistants Interventions)	1,2,3,5,6
Speech and language interventions by STA	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF Teaching Assistants Interventions)	1,2,3,5,6
Daily teaching of RWI phonics in small groups	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF Phonics)	1, 2, 3
Use of NELI with identified children	The results of this trial provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools, and the independent evaluation found that children receiving the NELI programme made the equivalent of 3 additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. (EEF Early Language Development)	1, 2, 3

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

Budgeted cost: £3028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Play and Learning (OPAL programme)	Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access. Through participation in physical activities, pupils develop non-cognitive skills such as resilience, self-confidence and motivation (EEF Outdoor Learning).	1, 7
ELSA sessions led by trained STA	The average impact of successful ELSA interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, ELSA interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF Social and Emotional Learning)	1, 6
Monitor attendance half-termly and letters sent. Good communications with all families. Engage with Attendance Project.	Attendance has a significant impact on attainment and the progress of children. Engagement with parents and communication can mitigate some of the causes of educational disadvantage. (EEF Parental Engagement)	4, 6
Support for access to enrichment activities including residentials	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF Arts Participation and Outdoor Learning)	1, 6, 7

Total budgeted cost: £18,157

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 2022 to 2023 academic year.

Aim	Impact
Increase language skills for younger disadvantaged children	1/3 Pupil Premium children attained GLD. <ul style="list-style-type: none">• 2/3 pupil premium children attained Listening, Attention and Understanding ELG• Speaking ELG
Improve attendance for all disadvantaged pupils	Attendance data for pupil premium was 90.6%. Attendance data for non-pupil premium was 94.1%
All pupils will make at least expected progress in core subjects	Phonics – 100% pupil premium pass KS1 – 0% pupil premium achieved expected standard in RWM KS2 – 100% achieved expected in RWM
Emotional well-being and resilience are high for all pupils	Children’s wellbeing and mental health is a key focus, along with attendance. Children are nurtured and supported by all staff, as recognised in SIAMS Jan 2023.

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
Times Tables Rockstars	TTRockstars
Forest Schools	Learning Forest
Read Write Inc Spelling and Phonics online	Ruth Miskin

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?	Forest Schools
What was the impact of that spending on service pupil premium eligible pupils?	Improved self-esteem and confidence.

Further information (optional)

--