



Pupil premium strategy statement



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	Blackford CE Primary
Number of pupils in school	46 + 4.5FTE Nursery
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	LW Smith, Headteacher
Pupil premium lead	S Noble
Governor lead	M Anson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,140
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	£ 18,140

Part A: Pupil premium strategy plan

Statement of intent

We intend that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy is to support all disadvantaged pupils to achieve this, including those who are already high attainers.

High-quality teaching for all children is at the heart of our approach. This 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.

As a whole-school staff, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point any need is identified
- 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	Poor speech and language skills on entry to school plus lower levels of readiness for learning
2	Lower rates of attendance for some disadvantaged children
3	Impact of home-learning on progress of some disadvantaged children
4	Lower rates of age-related attainment for some disadvantaged children in reading, writing and maths

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 language skills for younger disadvantaged children	Disadvantaged pupils in EYFS/Y1 make rapid progress and can communicate their thoughts and ideas clearly and articulately. Specialist advice is sought and acted upon where necessary
Improve attendance for all disadvantaged pupils	Attendance for disadvantaged pupils is in-line with other pupils
All pupils will make at least expected progress in core subjects	Pupils make expected or better progress according to tracking systems; gaps close with non-PP pupils; a greater proportion of more-able disadvantaged pupils attain above ARE
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.

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: £ 9,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 staff undertake NELI training	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 educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1	1, 3, 4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of	3,4

administered correctly.	the language used, or understanding particular vocabulary, which may be subject-specific. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Purchase of new KS2 guided reading scheme	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3, 4
CPD from CLPE based on use of Power of Reading	EEF: 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.	3, 4

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

Budgeted cost: £ 8,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x KS2 teacher to carry out 1-1 or 1-2 interventions with children they teach. KS1 1-1 or 1-2 interventions by experienced class teacher.	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. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 4
Use of Lexia reading programme	There is evidence that digital technology can be used effectively to provide individualised instruction. Approaches using digital technology to individualise instruction show that they are as effective as those without technology. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 4
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. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 3, 4
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	1, 3, 4

	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 educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly sessions of Jigsaw (PSHE)	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4
Engage the services of a school counsellor for 1-1 support	Children need to have good mental health to access and succeed in their learning. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4
Monitor attendance termly. Discussions arranged if lower than 93%. Good communications with Traveller families.	Research shows that poor attendance impacts on attainment.	2, 3, 4
Support for access to enrichment activities including residential	EEF: 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.	4

Total budgeted cost: £ 19,675

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.

Once again, Covid-19 impacted all our children during lockdowns but particularly so some of our disadvantaged children. School devices were loaned in order to access high-quality remote learning but not all families engaged fully despite repeated offers of support. Children's mental health and well-being suffered from not being in school and mixing with friends.

Our internal assessments show that a majority of disadvantaged pupils make at least expected progress but a significant proportion are not at age-related expectations in the core subjects of reading, writing and maths.

Y 6	Reading %			Writing %			Maths %		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
All (10)	10	70	20	20	60	20	10	80	10
Non-P (5)	0	60	40	20	40	40	0	80	20
PP (5)	20	80	0	20	20	0	20	80	0

Our previous strategy was intended to run until July 2022 but a review took place in Autumn 2021 to reflect the effect of Covid-19. Many of the strategies in place are being continued but there is a greater focus on wellbeing.

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
Lexia	Lexia
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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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