



Pupil premium strategy statement



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | 45 + 41.8FTE Nursery |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| 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 | £ 16,420 |
| 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 | £ 18,420 |

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 | Increased level of mental health and wellbeing needs across school |
| 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: £ 9,443

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employ teacher (0.1) to work with KS1 PP children 1-1 or 1-3 (in addition to tutoring grant) | 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,4 |
| Employ a second teaching assistant apprentice | To work in Y1/2 and also to release experienced staff to carry out targeted interventions. | 1, 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. | 4 |

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

Budgeted cost: £ 10,875

| 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. | <p>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.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 4 |
| KS1 1-1 or 1-2 interventions by STA. | <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 4 |
| Speech and language interventions by trainee STA | <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 1, 4 |
| Use of Lexia reading programme | <p>There is evidence that digital technology can be used effectively to provide individualised instruction.</p> <p>Approaches using digital technology to individualise instruction show that they are as effective as those without technology.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> | 4 |
| Daily teaching of RWI phonics in small groups | <p>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.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> | 1, 4 |
| Use of NELI with identified children | <p>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,</p> | 1, 4 |

| | | |
|--|---|--|
| | <p>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</p> <p>educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p> | |
|--|---|--|

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

Budgeted cost: £ 2,229

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Weekly sessions of Jigsaw (PSHE) | <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1, 2, 3, 4 |
| ELSA sessions led by trained STA | <p>The average impact of successful SEL 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, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 3 (2, 4) |
| Revise attendance policy. Monitor attendance half-termly and letters sent. Good communications with GRT families. | <p>Research shows that poor attendance impacts on attainment.</p> | 2, 4 |
| Support for access to enrichment activities including residential | <p>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.</p> | 3, 4 |

Total budgeted cost: £ 22,547

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 2021 to 2022 academic year.

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| <p>The impact of Covid-19 is still being seen in school.</p> <p>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.</p> <p>Our 2022 statutory data has been made available to school but as the cohort was small it is not statistically relevant.</p> <p>Greater emphasis had to be made on the wellbeing and mental health of pupils as last year progressed and increasingly so this year.</p> |
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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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