

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	Blackawton Primary School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	17/12/2021
Date on which it will be reviewed	30/09/2022
Statement authorised by	Rachel Burris
Pupil premium lead	Rachel Burris
Governor / Trustee lead	Dwayne Earl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021-2022)	£18,830
Recovery premium funding allocation this academic year	£3650
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	£22,480

Part A: Pupil premium strategy plan

Statement of intent

At Blackawton Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. Our mission is to “Open Doors to a World of Opportunity.”

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

The needs of our Disadvantaged Pupils vary. Some experience a difficult home life while others do not. Some come to school with a history of high attainment while some lie significantly below age related expectations. Pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Blackawton, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide pupils with access to a variety of enrichment opportunities as well as a broad, balanced and varied curriculum.

The Pupil Premium is a government-based initiative to ensure that pupils from deprived backgrounds make significant progress in line with that of their peers. Designated ‘Disadvantaged Pupils’: those who have claimed Free School Meals (FSM) in the last six years; pupils who have been looked-after in care; pupils who have left local authority care due to adoption; those under special guardianship order, a child arrangements order or residence order, and children of service personnel, are provided with a government grant – the aforementioned ‘Pupil Premium’ – to enable schools to assist these pupils meet their potential.

Each school can decide how to allocate this additional funding to best ensure each student thrives and makes excellent progress in their learning environment. The needs of these pupils differ, as do the day to day challenges they face: at Blackawton Primary we use the Pupils Premium grant in varied ways to reduce the impact of disadvantage on our learners.

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 also 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some children have gaps and misconceptions and find it difficult to retain/recall prior knowledge, partly affected through COVID.
2	Pupils and their families face challenges in social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Variable attendance rates of PP/disadvantaged pupils.

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
Disadvantaged pupils make accelerated progress to ensure there is no attainment gap and that pupils meet or exceed their targets.	End of summer 2022 and 2023 data will show that all disadvantaged pupils have met or exceeded their targeted outcomes.
To ensure pupils who have 'fallen behind' receive targeted high-quality intervention to support access to the curriculum.	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.

<p>Pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support.</p>	<p>Early Help Co-ordinator, SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Early help opens avenues to external support for key families.</p> <p>Identified children are invited to nurture, positive play, school club and Lego Therapy sessions.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Parents are supported through family drop-in sessions and parenting classes.</p>
<p>Pupils have a wide breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.</p>	<p>Blackawton Primary/ ESW curriculum will provide pupils with exciting, varied and knowledge rich learning opportunities.</p> <p>A love of reading is fostered in all pupils who are given opportunities to read for information and pleasure</p> <p>Pupil questionnaires/ pupil conferencing will show that pupils know and remember more and that they enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers will plan will deliver all elements of the enhanced curriculum offer targeting disadvantaged pupils' opportunities.</p> <p>https://www.blackawtonprimary.org.uk/curriculum</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Administrator/ Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.
---	--

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: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head teacher to work with staff to run a whole school coaching programme for teachers and Teaching assistants.</p> <p>Head/ senior leaders to improve/enhance the teaching and learning within every subject.</p>	<p>https://files.eric.ed.gov/fulltext/ED591448.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1/3
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for Phonics, reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>High quality teaching and learning:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1/3

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/3 tuition to be carried out by experienced teachers (via the National Tutoring Programme) outside the school day.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Targeted in class support for pupils to access the high-quality curriculum.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions and support for identified pupils to engage with learning in class and support for lunch/ break sessions.	https://www.nurtureuk.org/reports/the-eeef-toolkit-and-nurture-groups/	2/3
Early Help co-ordinator / SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term	2

<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences</p>	<p>Provision of a range of initiatives to extend children's experiences see</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://www.childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf</p> <p>https://www.artsmark.org.uk/support-resources/quality-principles</p>	<p>3</p>
<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>4</p>
<p>Financial support provided for pupils to attend visits and residentials</p> <p>Music lessons subsidized for PP children</p> <p>Free attendance for morning and after school clubs</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>3/4</p>

Total budgeted cost: £27,000

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.

During 2020/21 we used the Pupil Premium and Service Premium Grant in the following ways:

As part of our continuing school improvement plan to provide intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap, the PPG and SPG was used in the following ways:

Staffing:

Teachers working with small groups of pupils

TA allocated per class to support the teacher with both learning and pastoral needs including addressing children's behaviour, social and emotional needs

SEN teaching assistants supporting personalised programmes (through SEND plans and provision maps for Literacy and Numeracy and specific intervention such as Speech and Language work, Social and Communication Skills)

Support staff addressing the needs of the more vulnerable children

Staff release for pupil conferencing at target setting interviews prior to parent consultations

Trained Teaching Assistants working with individual children and small groups in classes across the school.

Resourcing:

Provision to facilitate off-site educational activities

Resource time to support multi-agency working through the Early Help process to increase the life chances of the children involved.

Subsidising trips and educational visits at the Head Teacher's discretion

Financial support for extended school provision

Opportunities funded – music lessons in addition to wider opportunities

Measurement criteria:

To narrow the gap in pupil outcomes so that pupil premium and service premium children are achieving in line with their peers.

Barriers to learning, such as behaviour, attendance, accessibility in learning are reduced or removed.

Outcomes of disadvantage pupils 2020/2021													
EYFS			Phonics		KS1			KS2 – 1 pupil					
	Disadv.	Other	Disadv.	Other		Disadv.	Other	Attainment	Disadv.	Other	Progress	Disadv.	Other
GLD	N/A	85%	83%	91%	Reading	N/A	87%	Reading	100%	100%	Reading	-2.45	5.08
					Writing	N/A	61%	Writing	100%	83%	Writing	-1.69	-1.22
					Maths	N/A	83%	Maths	100%	100%	Maths	-4.94	2.57

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
Accelerator Reader Programme	RENLearn

Service pupil premium funding (optional)

3 service children - £930

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA support as needed for SP children Service children benefit from emotional support when needed