

## 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	Blakesley CE
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Headteacher
Trustee lead	Margaret Holman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,064
Recovery premium funding allocation this academic year	£2,00.00
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£17,064</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>	1, 2
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teachers have noted during the pandemic a group of pupils 6 of whom are disadvantaged) currently require additional support with social and emotional needs, and now receiving small group interventions.</p>	3

## 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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2023/24 show that at least 90% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2023/24 show that 90% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	4,5	KS2 maths outcomes in 2023/24 show that at least 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	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: <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	1,2,4,5
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• maintain a strong focus on QFT in our internal CPD programme</li> <li>• Provide non-contact time for core and foundation subject leads to work with class teachers, TAs and external consultants.</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.  We will continue to: <ul style="list-style-type: none"> <li>• Access Soundwrite training</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• Provide regular non-contact time for our Phonics Lead to work</li> </ul>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1

with class teachers, TAs and external consultants.		
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant.</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5,6

## Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. ( <i>Teaching &amp; Learning Toolkit: EEF</i> ).	1,2,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u> And in small groups: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u> And in small groups: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	3

Additional maths sessions targeted at disadvantaged pupils who require further maths support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	4,5
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### Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,064.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and well-being approaches with the aim of embedding our school behaviour policy, developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</u></p>	6
<p>LAC training</p> <p>Acceleration of academic achievement and progress</p> <p>Participation in wider achievement</p> <p>Improve confidence and well-being.</p>	Research shows that two-thirds of LAC have a special educational need and half have a behavioural/emotional need	
Subsidising enrichment activities, extra curriculum provision and cost of music tuition to remove barriers to involvement in extra curriculum activities for disadvantaged children.	EF states that all children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment.	

**Total budgeted cost: £ 17,064**



## 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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Daily 'live' lessons on zoom were effective and extra sessions were made available to identified/targeted pupils.

An agreed approach to delivering Phonics has proved effective. Daily lessons and strong teaching have had a positive impact on outcomes.

With Reading, PM+ was effective in its impact and its time/human resource demands. SHINE was highly effective for those children with greatest barriers to reading. This intervention enabled teachers to identify precise identification of gaps in retrieval, inference and summarising.

Good practice in the QFT of Maths is being strengthened. The development of these strategies should be built on and continued into next year. SHINE interventions were highly effective for those children with greatest barriers to calculating in maths. Teachers were able to identify pupils who needed further work on operations, reasoning or data problems. Alternatives to Third Space Learning need to be explored as the impact of this programme with our pupils was sporadic.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this

plan. Adopting specific elements of the PATHS curriculum for targeted groups of pupils has had a positive impact on these pupil's confidence and wellbeing.

Staff across the school from EYFS to Year 6 attended Trust CPD throughout the year with a strong focus on QFT. Subject leads were released to monitor their subjects and provide feedback to SLT and class teachers to show impact across their subject area.

## 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
SHINE	Rising Stars, RM Hodder
PATHS	Barnado's
Accelerated Reader	Renaissance Learning
Times Table Rockstars	Maths Circle Ltd

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*