

Bledington Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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 | Bledington Primary |
| Number of pupils in school | 81 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 23/26 |
| Date this statement was published | Dec 24 |
| Date on which it will be reviewed | Dec 25 |
| Statement authorised by | Ms J Kewley & Mme A Ziebeck |
| Pupil premium lead | Ms J Kewley & Mme A Ziebeck |
| Governor / Trustee lead | Mrs K Dainty |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £12,579 |
| 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 | £12,579 |

Part A: Pupil premium strategy plan

Statement of intent

Our school motto is Enjoy, Engage, Challenge! We have high expectations of all of our pupils. We believe that a happy and fulfilled child will learn well. We want to ensure that all our pupils, regardless of background, have the chance to fulfil their potential in their time at our school. We will provide experiences to encourage, build resilience and strengthen knowledge. If children **enjoy** their learning environment they will **engage** with enthusiasm and will be curious to **challenge** themselves to learn and achieve more.

We are committed to each individual in our school having the best education and opportunities that they can have. We do not believe that financial or social factors should be a barrier to learning and achievement – we are committed to ensuring that our small number of disadvantaged pupils will make good progress and thrive.

High quality teaching is at the heart of our approach. This underpins all our teaching regardless of subject so that our children can access all areas of the curriculum and make sustained progress. Our strategy is to provide a broad and balanced curriculum that is enriched by quality resources, enhanced opportunities and excellent teaching. Subject knowledge and teaching strategies will be furthered by using the latest research, including reference to EEF, cluster schools and local authority training where applicable. Reading is at the centre of our curriculum and we aim to improve phonic skills and vocabulary across all of our year groups.

We believe that our Teaching Assistants have a key role in ensuring that all our children will thrive and they will be an integral part of all pupils' class experience. They will be included in Teachers' planning and deployed where their skills are most effective to the benefit of all.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Access to nurture and one to one support and interventions for PP and vulnerable pupils. We continue to see an increase in SEMH needs across all groups of children. Our online pupil well-being and Child Voice surveys indicate that more pupils are spending more time on electronic devices, less time playing sport or being outdoors and going to bed later. |
| 2 | Access to support and advice for families of pupils in receipt of PP and also with any additional needs such as Cognition & Learning or Social &/or Emotional needs. |

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| 3 | Teacher assessments in summer 2024 showed that our pupils were working well in the Expected level for all subjects but that percentages in the Greater Depth level were low- we would aim to challenge our pupils and raise this percentage. Maths in KS1 is (80%), Reading (80%) and also Writing (80%) Again the number of pupils in the greater depth range is lower than we would like. |
| 4 | Access to wider curriculum, extra-curricular activities and Early Bird Club. |
| 5 | Attendance and punctuality: The attendance one PP pupil is at 90% whilst 5 pupils are regularly late in the morning. |
| 6 | Small cohorts and high mobility of pupils means that data can be misleading. As an example, in a cohort of 6, one pupil would represent 16% |

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 |
|---|---|
| Pupils in need of nurture, help with anxiety and other emotional and mental health needs will have support to develop their emotional well-being and will have their needs met. A variety of interventions will be provided to support personal and social development. | <ul style="list-style-type: none"> Individual pupils will feel well supported by school staff. Individual pupils will make good progress on the Boxall scale. Pupils will be able to access the curriculum and PSHE/SEMH support. |
| Parents & Carers will have access to advice and support from school parent support worker, including eg: help with forms, advice about parenting or housing and support in any pupil meetings or reviews. | <ul style="list-style-type: none"> Parents will be sign-posted to advice/help from outside agencies and will therefore be able to support their children better. Parents will know that their children can have equal access to all activities without financial hardship. Extra support will be available during holiday times Access to Early Help and other support services eg Local Food Banks or other charities will be available Applications will be made to Thrive and Besom charities for individual families |
| Some vulnerable pupils require assistance to participate in extra-curricular activities. They will be supported to attend after school clubs as well as experiential opportunities in school time. | <ul style="list-style-type: none"> Identified pupils will be monitored during break times and encouraged to join in games. There will be a sustained increase in participation in extra-curricular clubs/activities and pupils will gain confidence through these opportunities Early Bird club will be available to all but offered to vulnerable pupils discretely. |
| Improved writing attainment among disadvantaged pupils. | <ul style="list-style-type: none"> Data will show a higher rate of achievement for KS1 Maths and show that the average score for the Times Tables Multiplication test |

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| | will be at 21/25. We want to also raise our Greater Depth attainment in writing in both KS1 and KS2. |
| Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from PP demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2 % lower than their peers. |

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: £2,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD for all teachers for wider curriculum subjects. Support and preparation for deep dives in each subject from an external consultant | <ul style="list-style-type: none"> • For all our children a broad and balanced curriculum is vital to their cultural development and learning. Focused CPD for curriculum leaders and teachers is a priority to ensure quality first delivery. https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-educationrecovery • Shared CDP with cluster schools on Oracy • Cluster networking parties for Moderation and Assessment | 1 3 |
| | <ul style="list-style-type: none"> • Specialist Sarah Young C&L, Zoe Wiggly S&L | |
| Availability of Parent Support Advisor to work with identified pupils and families | <ul style="list-style-type: none"> • Families may need encouragement to engage with school and to support their child's learning. The PSA provides a bridge between home and school and can sign post to other services. The PSA will attend any TAF meetings and support with My Plan targets and resources. | 1 2 |
| Specific training for TAs on Metacognition | <ul style="list-style-type: none"> • Empower TAs with confidence and further skills to support identified pupils – work alongside specialist SEN teacher to gain advice and experience. • EP specific CPD for TAs | 1 2 3 |

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

Budgeted cost: £9,370

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pupils in need of nurture, help with anxiety and other emotional and mental health needs will have support to develop their emotional well-being and will have their needs met. A variety of interventions will be provided to support personal, social and academic development. | <ul style="list-style-type: none"> Pupils are happy and willing to discuss their feelings Pupils know who to ask for support Pupils make good progress from their individual starting points Phonics are well established by Year 1 and Writing has improved across the school. Pupils are articulate and can express what they need and how to support each other | 1 3 |
| Individual or Small group interventions | <ul style="list-style-type: none"> Short term interventions for Maths, Spelling, Reading and Writing carried out to boost confidence and ensure understanding. (TAs) Specialist SEN teacher to provide 8 session programme for two pupils (retention, memory and application). | 3 6 |
| NELI program for reception and Year 1 children | <ul style="list-style-type: none"> The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/nuffield-early-languageintervention | 3 |

Wider strategies Budgeted cost: £ 900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Extra -curricular activities are open to all | <ul style="list-style-type: none"> All pupils will be able to attend after school clubs, including those provided by external companies. Extra subsidies given to identified pupils to allow access to Residential trip. Funded Breakfast club places | 4 2 |
| Planned additional cultural capital experiences for | The EEF writes that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. https://educationendowmentfoundation.org.uk/guidance-for- | 4 2 |

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| disadvantaged children | teachers/life-skillsenrichment?utm_source=/guidance-for-teachers/lifeskillsenrichment&utm_medium=search&utm_campaign= | |
| Availability of Attendance Officer | Attendance Officer will support those families who have been identified as poor attenders or as regular late comers. Letters, home visits and Attendance meetings will be organised to ensure that parents and pupils engage. | 5 |

Total budgeted cost: £ 12,579

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 2023 to 2024 academic year.

Needs within the school have risen and families are needing more support. The time and support from PSA has been invaluable when assessing and supporting parents and children. Feedback from pupil voice has mentioned how pupils look forward to speaking with the PSA about their anxieties and about how they know they can talk 1-1 with our Nurture TA. Feedback from parents has been very positive. They appreciate being able to speak confidentially about a variety of difficulties ranging from health to finances. Our RSE and PSHE curriculum have been embedded and the social and emotional well-being of pupils improved as a result of new resources, MDS support at lunchtimes and the collaborative work of TAs, MDS and PSA. TAs have appreciated the focussed CPD which has given them opportunities to share skills and discuss approaches to individual pupils.

Externally provided programmes

| Programme | Provider |
|-------------|---------------------|
| | |
| 1,2,3 Maths | 1,2,3 Learning |
| Luminova | NHS Gloucestershire |