

Blackwell Primary School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Blackwell Primary School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	18.2% (58 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Martin
Governor Lead	Nik Trotter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,860
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	£99,860

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all learners, irrespective of their background or the challenges they face, make at least good progress and achieve good attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged learners to achieve that goal, including progress of those who are already high attainers.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged learners 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 learners in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged learners' attainment will be sustained and improved, alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help learners excel. To ensure they are effective we will:

- Ensure each learner feels like they belong at our school
- To improve learners' self-efficacy, which will lead to 'Building Bright Futures'
- Ensure disadvantaged learners are challenged in the learning that they undertake
- To accelerate the progress of disadvantaged learners in order to close the school attainment gap for this group of learners
- To better prepare disadvantaged learners for learning through improving self-confidence, motivation and being able to regulate their emotions
- To diminish the difference in attendance between disadvantaged pupils and the national expectation
- To increase the numbers of disadvantaged learners meeting ARE+ through greater exposure to a range of vocabulary and by being able to articulate their learning

Challenges

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

Challenge number	Detail of challenge
1	Historically the attainment gap between disadvantaged learners and non-disadvantaged learners has not closed over time. CPD for teachers has been required to gain a better understanding on how to target disadvantaged learners.
2	The rates of progress for disadvantaged learners need to be in line with the rates of progress for non-disadvantaged learners. This has resulted in a widening attainment gap. Interventions need to become more consistent in order to maximise impact and improve rates of progress.
3	Disadvantaged learners' level of language and vocabulary prevent them from articulating their learning both in written and oral form. Development of language skills needs to be challenged.
4	Social and emotional need impacts learners' wellbeing which prevents many disadvantaged learners in their readiness to learn when at school.
5	Disadvantaged learners have lower attendance rates with higher rates of lateness than non-disadvantaged learners, with a significant gap for Free School Meals disadvantaged learners compared to all disadvantaged learners. Due to higher rates of absence, the progress and attainment of disadvantage learners is hindered.
6	Home circumstance limit aspiration and value of education for some disadvantaged learners, resulting in a lack of self-confidence and motivation. The understanding and promotion of the benefit of high aspirations with families and learners is required.

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
Improved oral language skills and vocabulary among disadvantaged learners	Assessments and observations indicate improved oral language among disadvantaged learners. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. Lesson planning will build in opportunities for oracy within every lesson. This will be evidenced in spotlights and in consistency of oracy strategies in whole school assemblies. 90% of Disadvantaged learners will enjoy speaking in front of the class.
The difference in attainment between disadvantaged learners and national expectations will diminish. This will be reflected in their attainment across the curriculum, including reading, writing and maths. Increase of skilled writers who write fluently and legibly, as per The Writing Framework, July 2025.	The number of disadvantaged learners reaching ARE+ will increase, as indicated at key milestones throughout the year. (2024-2025 45% which was close to the NA of 47%) Outcomes in writing will improve, as this is a limiting factor. Outcomes for disadvantaged learners will improve by narrowing the gap with non-disadvantaged learners/above national for disadvantaged.
The progress of disadvantaged learners will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Disadvantaged learners will make better than expected progress from their starting points so that the difference is narrowed. Through explicit teaching of oracy skills children will orally rehearse verbal and written responses, leading to increased quality of work being produced. This will be evidenced in moderation of books.
Disadvantaged learners will use a wider range of vocabulary to articulate their learning, resulting in more disadvantaged learners meeting age related expectations (ARE)	Disadvantaged learners demonstrate an increase and expansion of language and vocabulary in their spoken word and in books. Outcomes for writing will improve. Learners will use planned in stem sentences to build on and enhance their learning to and through talking opportunities. This will be evidenced in planning where explicit teaching of oracy skills will be taught. 90% of Disadvantaged learners will agree that talking with peers is a good way to learn (increase from 28%).
Disadvantaged learners will be better prepared and ready to learn with increased self-confidence and motivation and able to regulate their emotions.	Pupil voice of disadvantaged learners demonstrates an increase in positive attitudes to school. An increase in the levels of engagement with school for those hard to reach parents. 90% of Disadvantaged learners will articulate their responses using more precise vocabulary, drawing on their knowledge of tiered vocabulary. 90% of Disadvantaged learners will use stem-sentences from 'Talk Tactics' when they are having a discussion.

The difference in attendance between disadvantaged learners and national expectations will diminish.	The attendance of disadvantaged learners improves and is in-line with national expectations. (2024-2025 90.7%:92.6% NA) The punctuality of disadvantaged learners will improve to reduce the percentage of 'late after registers closed'.
---	---

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: £25,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, CPD, research and dissemination of information to staff <i>CPD around Oracy and links to attendance, Nurture and Cultural Capital, the middle-class gaze (mirrors & windows - building schema by connecting to what they know)</i>	Sir John Dunford, Government Pupil Premium Champion, describes how it is crucial to target individual needs based on local research. The importance of disseminating good practice and help unlock potential and improve life chances of Disadvantaged Learners. As a school, we believe that raising the profile of Disadvantaged learners will have a positive impact and allow individual needs to be targeted.	1, 2 and 3
Collaboration with parents <i>Find out Friday for EYFS and Year 1 parents which focusses on phonics and vocabulary. Phonics workshops for parents across all year groups.</i> <i>Improving communication with all disadvantaged parents through telephone calls and 1:1 meetings.</i>	Axford, Berry and Lloyd et al's research on how schools can support parents' engagement in their learning indicates that supporting parents to help their children to read via home and literacy interventions and improving home- school communication via text message are some solid approaches to improving parental engagement.	5, 6
High quality texts and embedding of VIPERS <i>Essential Letters and Sounds Learning By Questions (LbQ)</i>	Muijs and Bekhove (2020) Evidence review on Metacognition and Self-Regulation indicates that through developing strategies such as cognitive, metacognitive and social-emotional strategies children are able to independent select which strategy to use to get them the best outcome.	1, 2, 3 and 4

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

Budgeted cost: £36,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to teach the class so that the teacher works with small groups/ individuals of the pupil premium children.	Sir John Dunford, Government Pupil Premium Champion, describes how it is crucial to target individual needs based on local research. The importance of disseminating good practice and help unlock potential and improve life chances of Disadvantaged Learners. As a school, we believe that raising the profile of Disadvantaged learners will have a positive impact and allow individual needs to be targeted.	1, 2 and 3
Teaching of handwriting regularly, explicitly, precisely and cumulatively. (LetterJoin)		
Tutoring Including, supportive homework (Learning By Questions)	The Education Endowment Foundation's research shows high impact low cost for the following: - Feedback - Mentoring - Metacognition - Phonics interventions - Reading comprehension interventions - Oral language interventions - Small group interventions This is why we have chosen this approach. 1 and 4 5 Some learners need pre teaching as well as additional time to practice taught skills and consolidate learning. Relationships and attachments with trusted adults in school is key to regulating emotion and so has a direct effect on behaviour for learning.	1, 2 and 3
Nessy An increase in identification of children who require NESSY and an increase in log ins purchased.	Nessy have a range of studies which demonstrate how their online phonics programme support closing the gap and improving progress for reading for all learners.	1 and 2
HLTA to allow Class Teachers to work with individuals and small groups of disadvantaged on core area of learning, offering 1:1 feedback to ensure rapid progress is made	The Education Endowment Foundation's research shows high impact low cost for the following: - Feedback - Mentoring - Metacognition - Phonics interventions - Reading comprehension interventions - Oral language interventions - Small group interventions This is why we have chosen this approach. 1 and 4 5 Some learners need pre teaching as well as additional time to practice taught skills and consolidate learning. Relationships and attachments with trusted adults in school is key to regulating emotion and so has a direct effect on behaviour for learning.	1, 2 and 3
Oracy and Voice 21 Training across the whole school teaching oracy skills using framework: physical, linguistic, cognitive and social and emotional.	EEF identifies Communication and Language interventions have a low cost for a high impact, indicating up to 7 + month progress over a year. Research from the University of Oxford (Language report 2023-2024) identifies that Disadvantaged Learners start school significantly behind their peers. The research surveyed more than 1,300 UK teachers and revealed that almost half of UK pupils are at risk of underperforming academically as a result.	1 and 3

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

Budgeted cost: £38,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer	School attendance figures for disadvantaged learners show that FSM disadvantaged learners are lower than those of non FSM learners. Research by Balfanz & Byrnes 2021 indicates that there is a clear link between poor attendance and low academic achievement	5 and 6
Learning mentor	The purpose of a learning mentor defined by the Department for Education and skills DFES 2004 a:22) s is to help individual pupils overcome barriers to learning, both within and outside school. They support those pupils who are at risk of underachieving or disengaging from learning for a variety of reasons.	4 and 6
Breakfast club	Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology, have been researching the importance of a healthy breakfast for school children. Their findings and conclusions below reassure the need and importance of ensuring all children and particularly disadvantaged children have breakfast.	5
YourSpace therapy	Thomas Matingwina (September 19th 2018). Health, Academic Achievement and School-Based Interventions, Health and Academic Achievement, Blandina Bernal-Morales research on the link between health, well-being and academic attainment indicate that children need to be physically and mentally healthy before they can make consistent academic progress.	4 and 6
Enrichment (residential trips and clubs)	Gary Wilson/ Steve Biddulph research shows that where learners have been engaged by a relevant cross curricula curriculum, engagement and motivation increase to drive progress and standards.	4, 5 and 6

Total budgeted cost: £100,000

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged learners during the previous academic year, drawing on the national assessment data and our own internal summative and formative assessments.

The data demonstrated:

- 100% of Year 6 children were able to attend residential visit.
- 82% participated in extracurricular activities.
- 100% participation in homework in Year 6 with the LbQ program. Increase in participation in all year groups.
- 100% attended a community event held at school; increased sense of belonging.
- Improvement in attendance from previous year +1.8%
- Multiplication Timestable Check (MTC) the mean average score was 23.2 compared to the NA of 18.9.

To help us gauge the performance of our disadvantaged learners, we compared their results to those for disadvantaged and disadvantaged learners at national (NA)

The KS2 data below demonstrates that there is a narrowing gap trend for Disadvantaged pupils who are attaining the expected standard in reading, writing and mathematics - and is close to the national average which is non-significant.

KS2 data	2020-2021 (10 pupils)	2021-2022 (10 pupils)	2022-2023 (8 pupils)	2023-2024 (13 pupils: x2 EHCPs plus x6 SEND)	2024-2025 (11 pupils)
Reading *EXS+	60%	40%	80% NA 60%	62% NA 62%	55% NA 63% National distribution banding (Close to average [non-sig])
Writing EXS+	20%	30%	70% NA 58%	38% NA 58%	73% NA 59% National distribution banding (Above [non-sig])
Maths EXS+	40%	60%	80% NA 59%	46% NA 59%	55% NA 61% National distribution banding (Close to average [non-sig])
RWM combined EXS+	20%	30%	70% NA 44%	31% NA 46%	45% NA 47% National distribution banding (Close to average [non-sig])

*EXS = expected standard

Our evaluation of the approaches delivered last academic year indicates that there are strategies found to be particularly effective.

The explicit teaching of oracy knowledge and skills, through Voice 21, are empowering our children to speak with confidence, where all voices are valued and heard. This is an essential skill in order to '*make society a fairer, more equitable place.*'

The Pupil Premium Time for class teachers have enabled to build relationships with each disadvantaged learner, therefore, knowing them better and being able to target their learner on a 1:1 or small focused group work. Increased homework engagement for Years 1-6 for the disadvantaged where they received instant feedback as to their understanding of the task set (Learning by Questions).

Continue to build a real sense of belonging e.g. through welcoming them individually, through essential roles and responsibilities through the school e.g Head Students, Lead Learners, School Council, Art Ambassadors etc.

Attendance for our disadvantaged learners we will continue to strive to close the gap in comparison to non-disadvantaged learners.

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
Essential Letters and Sounds	Oxford University Press
Voice 21	National charity

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, aspiration. This increases sense of belonging and raise confidence and socialising. Disadvantaged learners will be encouraged and supported to participate; asking for the type of club they wish to be attending.
- Ensure disadvantaged learners have a responsible role within the school. This will extend to Subject Champions having ambassadors for their subject where they can support in this area e.g. Art ambassadors can support with art club; helping to plan and teach the sessions.