

Pupil Premium Strategy Statement 2022

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	Blanford Mere Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kerry Crook
Pupil premium lead	Kerry Crook
Governor / Trustee lead	Jayne Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,350
Recovery premium funding allocation this academic year	£ 5,002.50
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	£ 52,352.50

Part A: Pupil premium strategy plan

Statement of intent

At Blanford Mere Primary School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity.

Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on mastery maths, reading and phonics. Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our bespoke curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies.

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.

2	Our monitoring indicates that many disadvantaged children starting at our school have no pre-school experience within a setting – language and vocabulary are limiting factors in progress amongst our disadvantaged pupils from Reception Year 6.
3	Rigorous monitoring suggests that disadvantaged pupils have greater difficulty with phonics than their peers – this impacts their reading development and skills.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
5	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a ‘cultural capital’ disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
6	Attendance of disadvantaged children is below other children and below the National average of 96.1%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.

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
To improved oral language and communication skills	Assessments (speech and language therapist reports, Talkboost, Reception baseline assessments, teacher assessments) and observations indicate significantly improved communication and oral language skills.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	<p>Sustained high levels of wellbeing / mental health from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced, Safeguarding meetings, behaviour log etc. • Observations of children’s engagement in learning

<p>To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving 'high standard' at KS2</p>	<p>The % of disadvantaged pupils achieving GLD in PSED, Literacy and Maths is at least in line with all other areas</p> <ul style="list-style-type: none"> • The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap • By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM. • A significant proportion of pupils achieve RWM combined at the end of KS2. • Quality of teaching across school is good or better
<p>Improve cultural and childhood experience for all pupils across school.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities is available to all pupil premium pupils.</p>
<p>The % of disadvantaged pupils</p>	<p>Attendance for disadvantaged pupils is at least in line with national 'others'.</p> <ul style="list-style-type: none"> • Persistent absence is reduced for disadvantaged pupils. • Punctuality for disadvantaged pupils will be in-line with other pupils across school.

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: £49, 790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': <ul style="list-style-type: none"> Early Numeracy Approaches = +6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months 	1, 2, 3,4

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

Budgeted cost: £ 28, 191

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions – Talkboost, Fantastics and 'Word of the Day' have had a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	2

<p>disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: £ 4240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-Counsellor / play therapist, DSL team, 2- Curriculum focus on in resilience and mental health of pupils. EEF toolkit identifies that the following all have a positive impact. 3 -Experiences and visitors</p>	<p>EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)</p> <p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)</p>	<p>1, 2, 5, 6</p>

planned for all pupils across the year 4- Provide a wide range of extra-curricular activities,		
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Total budgeted cost: £ 82, 251

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.

Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum. Our Pupils Premium data was above national average in 2019

Year 6 PP

PP children year 6 progress is at least expected/accelerated progress:-

- Reading 77% expected
- Writing 88% achieved
- Maths 100% achieved

(Meeting expected standard 74% - national 71%)

Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our efforts to provide a high-quality remote curriculum and extensive support to pupils.

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
Talkboost	I Can Communication