



Blewbury Endowed C of E Primary School

'Shine your light and share it with the world!'

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 | Blewbury CE Primary School |
| Number of pupils in school | 112 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2023/24 |
| Date this statement was published | January 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jo Reeder - Headteacher |
| Pupil premium lead | Jo Reeder |
| Governor / Trustee lead | Ann Parham |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £22865 |
| Recovery premium funding allocation this academic year | £2610 |
| 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 | £25475 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. 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-their social and emotional needs; whether they are supported by a social worker as part of a child protection plan or they are young carers.

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 our wider school plans for education recovery, notably in its targeted support through the catch-up funding; to support those pupils whose education has been affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in assessment and an understanding of a child's social and emotional needs. The approaches we have adopted complement each other to help pupils achieve and make progress.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility 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 |
|------------------|--|
| 1 | As a group, Pupil Premium children have a range of distinct and unique needs (including SEN) which makes it harder to consistently address common issues |

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| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among majority of the disadvantaged pupils. This impacts negatively on their day-to-day learning in the other curriculum subjects as well |
| 3 | Some Pupil Premium children struggle more socially and emotionally than their peers, affecting their readiness to access learning in school |
| 4 | Internal assessments indicate that Phonics and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 5 | Attendance of Pupil Premium children is lower than those not in receipt of pupil premium - 82.57% compared to 94.4% |
| 6 | Pupil Premium children and their families do not all access the wider life of the school as fully as other families, often due to more difficult home circumstances. |

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 pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need. | PPG-funded pupils who need social and emotional support receive well-planned and delivered intervention, specific to their area of need, which ensures that they make progress with these and are better able to learn within the classroom. |
| Pupil Premium children achieve in line with all pupils nationally and their peers in school, with a particular focus on remaining weaker areas of phonics and writing. | Pupil Premium children in all year groups attain in line with their peers in core subjects by the end of the year, and make good progress (as seen in progress data and books) throughout the year. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <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 5%. |
| Pupil Premium-funded children are supported to access the full range of school activities which are available to their peers, including residential trips, after-school clubs and any music or | Dependent on activity, but including all PPG-funded children to attend Y6 residentials, and an increase in the number of PPG-funded children taking part in staff-run after-school clubs. |

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| sports tuition which will allow them to excel. | |
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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: £ 10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2, 4 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) and spelling, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2, 4 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (linked to the SCARF programme) will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | 3 |

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

Budgeted cost: £9500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics/reading/writing tutoring (assessed on case by case basis) targeted at disadvantaged pupils who require further support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF 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 | 1, 2, 4 |
| Staff to deliver range of structured and bespoke interventions; with a particular focus on 'keep up, not catch up', e.g MyLexia, bespoke maths | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf | |
| 1:1 or small group support from a trained Emotional Literacy Support Assistant (ELSA) | ELSA trained TA to provide 1:1 sessions on Emotional Literacy support. Aim is to increase self-confidence, self-belief and metacognition - even more pertinent after lockdown. | 3, 5 |

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

Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond | All |

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| | quickly to needs that have not yet been identified. | |
| Support for financial burden of schooling | School has identified financial difficulties in particular areas. Our package supports uniform costs, trip costs and provides some ad-hoc childcare reflecting the family needs identified. | 6 |

Total budgeted cost: £23500

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.

See 2020/21 [Pupil Premium impact report](#)

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 |
|-----------|----------|
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