



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 | Blackthorn Primary School |
| Number of pupils in school | 211 |
| Proportion (%) of pupil premium eligible pupils | 37.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Becca Williams Headteacher |
| Pupil premium lead | Becca Williams Headteacher |
| Governor / Trustee lead | Sally Perkins Chair of Governors |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £ 82,045.00 |
| Recovery premium funding allocation this academic year | £ 9,135.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 8,223.43 |
| Catch-Up funding carry forward from previous year | £ 6,492.70 |
| 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 | £ 105,896.13 |

Part A: Pupil premium strategy plan

Statement of Intent

We aim to ensure that every child has access to and engages in a high-quality education that enables them to achieve to their potential. The school aims to support all families so that each child's education and wellbeing is prioritised and they can thrive academically, social and emotionally. Our ultimate goal is for all children who attend Blackthorn to develop the confidence, knowledge and skills to be successful in their education and life beyond primary school. We aspire for our children to be change-makers in their communities and to continue to live out the school's values and ethos beyond our school gates.

Our priority is to ensure that the children have access to excellence in teaching and learning, as well as a high-quality curriculum. Training, mentoring and coaching are key strands in the school's Pupil Premium strategy which focus on developing our staff in order to positively impact on the greatest number of children. At Blackthorn Primary School, we understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. All strategies employed in the school's Pupil Premium strategy are evidence based and informed by our clear understanding of our disadvantaged children's specific barriers to learning.

As a school, we have identified children who are not making the expected progress, in part this may be due to the pandemic, and therefore targeted academic support also forms part of our strategy with the aim that children's gaps in learning are accurately identified and tutoring enables accelerated progress.

Our Pupil Premium Strategy has successfully, over time, supported children in the Early Years to develop their language and communication skills and it will continue to set this standard ensuring the youngest in the school have the best start to their education.

Blackthorn's provision and support for children's social, emotional and mental health is a strongly embedded part of our school culture, values and ethos that continues to evolve to meet the needs of our children. As with other elements of our approach to supporting disadvantage, these are embedded practices at the school that have impact and will continue within the strategy.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | When children enter reception year a significant percentage of children have EYFS baseline scores which are well below national baseline scores, across all areas and Nursery children enter with significantly lower communication and language than expected for their age. |
| 2 | Higher % of PP children also identified as having SEND compared to Non-PP. |
| 3 | A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning. |
| 4 | PP children within the school have lower attendance rates and higher rates of lateness than non-PP children. |
| 5 | The school serves an area of significant deprivation. As a result, children have limited experiences of; the wider world, language, books and technology. Teacher assessment shows gaps in knowledge and the associated language related to the wider curriculum. |

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 |
|---|---|
| Children who enter the school in Reception year with Speaking and Listening and Attention skills which are well below national expectations will reach age related expectations by the end of the year. | <ul style="list-style-type: none"> The majority of children, including PP children, will make accelerated progress and reach age related expectations by the end of Reception year. |
| <p>Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions.</p> <p>All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.</p> | <ul style="list-style-type: none"> Evidence of raised attainment. Evidence that all children have access to quality teaching which is supported, through training, by external specialists. Evidence that children who have joined the school have had baseline assessments carried out in all areas including PASS. Evidence that all new to school children have an initial home visit from a school Family Support Worker in order that potential home/emotional barriers can be identified and supported. |
| Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through | <ul style="list-style-type: none"> Evidence of identification of vulnerable pupils through the use of PASS (Pupil Attitudes to School) and Family Worker Support. Evidence of the use of 1:1 and group support improving opportunities for readiness for learning and increased attainment. Evidence of the impact of interventions. (PASS retest, Boxall) Evidence of Circles of Vulnerability assessments. |

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| <p>nurture interventions, Early Help and Child in Need.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p> | |
| <p>PP children to improve levels of attendance and punctuality.</p> | <ul style="list-style-type: none"> • Improved attendance for pupils eligible for PP. Reduction in number of recorded 'lates' <i>Overall Attendance of PP children 2018/19 – 94.8%</i> <i>Overall Attendance of PP children 2019/20 – 95%</i> <i>Overall Attendance of PP children 2020/21 – 95%</i> • <i>Target for 2021/22 - 96%</i> • <i>PA Target for 2021/22 - 3%</i> • Evidence of PP children with poor attendance being offered/attending breakfast club. |
| <p>Targeted academic support for individuals and small groups of underachieving disadvantaged children.</p> <ul style="list-style-type: none"> • Identification of children falling behind through formative and summative assessment • Plan and carry out structured, individual or small group (2-3) interventions focused on linking classroom teaching and the curriculum | <ul style="list-style-type: none"> • Evidence of raised attainment • Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support. • Evidence of pupil being able to articulate through 'pupil voice' the benefits of the tuition to their learning. |

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: £ 35,042.17

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ensure high-quality CPD for all teaching staff.</p> <ul style="list-style-type: none"> • Embed a lead teacher with training through the Teacher Educator NPQLTD, who will coordinate teacher development across the school. • Inclusion Lead to coordinate training across the school for SEND including SEMH. | <p>Impacting on the development of teacher knowledge and expertise through an evidence informed approach and common language for staff development.</p> <p>https://www.ambition.org.uk/programmes/npq/t/</p> | 2,5 |
| <p>Ensure high-quality teaching of reading and phonics. Staff training and development.</p> <ul style="list-style-type: none"> • RWI Training • Herts for Learning training • Purchase of Accelerated Reader and Reading Eggs • Training and embedding the use of Accelerated reader for diagnostic assessment and targeted intervention | <p>The school has a robust and proven record of phonics attainment through a rigorous phonics programme. The impact of lockdowns and partial closures has been evidenced in the school's internal phonics and reading assessments, however the evidence base from the EEF clearly sets out the importance of continuing to target phonics and reading in order to enable children to have the best possible outcomes.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>As well as the EEF Toolkit section on the value of reading comprehension strategies.</p> <p>Enabling all children to have access to online reading materials, quizzes and ultimately parental online access to their child's reading assessments will support children's love of books and reading attainment.</p> | 1,2,5 |
| <p>Ensure the coaching, mentoring and staff training continues to develop high-quality teaching in maths, with a particular focus on developing fluency.</p> <ul style="list-style-type: none"> • MNP training | <p>Internal assessment shows gaps in attainment in maths. The impact of staff development in maths is already seen at the school and is supported by both the DfE guidance below and the EEF guidance. Training, mentoring and coaching follows these principles and ideas.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> | 2 |

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| <ul style="list-style-type: none"> • Maths consultant training to strategically deployed • Bespoke training for Early Career Teachers | Improving Mathematics in Key Stages 2 and 3 | |
| <p>Ensure high-quality teaching of language and communication, including embedding diagnostic assessments and ensuring up-to-date training for staff.</p> <ul style="list-style-type: none"> • WellComm screening for every child entering Nursery year followed by targeted small group or 1:1 intervention as appropriate. The same process for Reception children will follow the Ready Steady School and Nelli interventions for all children. Talking Progress is used to support targeted groups and individuals in Year 1 and Narrative Group strategy used for Year 3 children. • Improve the teaching of oracy through training and collaboration with other schools, culminating in a school strategy for oracy. | <p>Assessment on entry into Reception and Nursery shows lower than expected levels of language and communication.</p> <p>Ensure early identification of children whose speech and language skills are underdeveloped. Targeted approach to improving outcomes for those children will have a long-term effect on children's ability to access reading and writing as they progress through the school. Evidence from Sutton Trust supports schools in drawing a percentage of the cost of whole school interventions from Pupil Premium funding.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,5 |

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

Budgeted cost: £ 64,850.77

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure pastoral support for children and families is strong, supports wellbeing and enables</p> | <p>External factors need to be addressed to ensure 'Readiness for Learning'</p> | 3,4,5 |

| | | |
|---|---|-------|
| <p>children to be successful in the classroom.</p> <ul style="list-style-type: none"> • Nurture Provision • Two Family Support Workers • PASS (Pupil attitudes to school survey) carried out for all pupils in KS2 • Identified training and support put in place for FSWs, where identified (eg. attachment disorder/ protective behaviours) • Increased support for families through Early Help • 1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour. • Family Support through Early Help assessments | <p>Factors include finance, housing, deprivation, English as an additional language, migration, safeguarding or attendance.</p> <p>PASS. (Pupil Attitudes to school survey) enables needs to be identified.</p> <p>Support for group intervention with the Learning Mentor and Family Support Workers and also those children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | |
| <p>One to One Tuition</p> <ul style="list-style-type: none"> • 1:1 and small group interventions specifically to improving attainment and progress for children who are eligible for PP. Through the NTP and within school. • Educational Psychologist and Occupational Therapist commissioned • Speech & Language • Reading Club tuition after school for small groups. | <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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,5 |

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

Budgeted cost: £ 6,003.19

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure the principles of good practice set out in the DfE's Improving School Attendance advice continue to be effectively operated to support children and families.</p> <ul style="list-style-type: none"> • Breakfast Club by invitation for PP pupils • Regular monitoring of families causing concern • Rigorous systems implemented to follow up attendance • Children identified as 'attendance concerns' to have a parent contract set up which stipulates an EHA. • Renew attendance reward system | <p>Children who attend school are significantly more likely to achieve higher levels of attainment, therefore in order for every child to reach their potential the school will continue to target and support good attendance for all children.</p> | <p>1,2,3,4,5</p> |
| <p>Ensure equal opportunity for all to access technology and additional support for learning.</p> <ul style="list-style-type: none"> • Homework Club to provide additional support with learning to all children who need it outside of school hours. • Access to technology. | <p>The evidence of this is seen in the attendance to the clubs and the benefit it has on the children who attend. This fulfils a significant need at the school and overcomes the challenges many children have at home with supporting their learning. The EEF Toolkit mentions both the advantages of homework and out of hours learning so that the core curriculum is not interrupted.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | <p>2,3,5</p> |

Total budgeted cost: £ 105,896.13

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.

Assessments in Early Years for speech, language and communication demonstrated clear improved attainment, which was also observed in the quality of play and interaction of children in both provisions. The targeted support work for individuals also had a significant benefit with all children making accelerated progress.

Academic targeted support, in the form of interventions including one-to-one tuition, was a particularly successful strategy that will be extended through this updated strategy.

Training and support for reading, including the introduction of Accelerated Reader, has been positive and built of the wider reading strategies. This now needs to develop and embed through its continuation as part of the PP Strategy.

The pastoral provision at the school has been a significant strength and support for children of all ages. The success of the provision can be measured in the reduced numbers of children needing a place in the Nurture groups and evidenced in the culture of the school. The family support work team have continued to have impact in their roles and to provide a service in an area of increased need.

Attendance strategies were successful in motivating children across the school and attendance, despite Covid, improved. Breakfast Club continues to be a positive support to families and children and will continue with a focus on also supporting reading.

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 |
|---------------------------|---|
| Kinetic Letters | Kinetic Letters |
| RWI | Ruth Miskin |
| Accelerated Reader / MyON | Renaissance |
| Number Sense Maths | https://numbersensematics.com/ |
| Forest School | FSA |

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.