Blackwater Community Primary School Pupil Premium Strategy Statement 2021-2024

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.

We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong in vulnerable groups. We recognise that not all pupils who receive Free School Meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We confirm to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. Our Pupil Premium allocation supports training and continuous development to improve the quality of all teaching, targeting support through interventions and supporting whole-school strategies to improve attendance, behaviour and readiness to learn.

School overview

Detail	Data
School name	Blackwater Community Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Evey Evison
Pupil premium lead	Evey Evison / Ellie Watkins
Governor / Trustee lead	Beth Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,200

Recovery premium funding allocation this academic year	£2,900
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	£38,100

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Blackwater Community Primary School will make good progress in all areas of learning through quality first teaching. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and they can access a range of interventions to meet their individual needs. Disadvantaged pupils are also able to access a wide range of extracurricular activities and enrichment opportunities which will positively impact on their academic achievement and wellbeing.

Our main objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning.

We aim to do this through:

- Teacher-led booster groups and 1:1 tuition to target 'closing the gap' in English and Maths;
- Providing small group work or individualised support with an experienced teaching assistant/HLTA focused on overcoming gaps in learning;
- Providing "nurture" support through the Thrive practitioners and establishing a nurture group working room;
- Additional support for assessments, training and advice from specialists such as educational psychologists;
- Providing support from the EWO to raise attendance;
- Reduced rates for school trips and camps to enable children to access all the opportunities available to them and to take part in a wide range of enrichment activities;
- Discounted Breakfast Club and After School Club.
- Opportunity to learn in the outside area through Forest School;
- Project 100: families given £100 to spend on school activities

Achieving these objectives:
The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch up' programme that ensures key children have an individual programme to ensure that accelerated progress is made.
- 1 to 1 support

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to age related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths.
2	Increased parent engagement in reading and home learning.
3	The impact of COVID on pupils social and emotional mental health.
4	The impact of COVID on pupil's speech and language development.
5	Attendance and supporting families with persistence absence.

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
1. Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between disadvantaged and non disadvantaged.
2. Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and mental maths for disadvantaged pupils
3. Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
4. Pupils with a speech and language development delay have accelerated progress.	Children's development of speech and language is met and accelerated to meet peers.
5. Disadvantaged pupil's attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.

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 and Learning

Budgeted cost: £20,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional teaching time in Year 1 to Year 5 to develop reading skills through 1 to 1 and small group teaching	• Additional teaching time and support for key children across the year groups. Small group and 1 to 1 interventions when implemented effectively can raise pupil attainment. Quality first teaching and working with the support of a teacher / skilled support staff has direct impact on pupil outcomes. *EEF – One to one Tuition – Impact +5 months* *EEF – additional phonics support – Impact +5 months*	1,2, 4
Teaching assistants deliver small group interventions and personalised, 1:1 support in English and Maths following teacher assessment during and after lessons	EEF – oral language interventions consistently show positive impact on learning. • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • Teachers and support staff to use WellComm as a package to support children with their Speech and Language needs. *EEF – Small group tuition – Impact +4 months* *EEF – Reading comprehension strategies – Impact +6 months*	1,2, 4
Additional teacher time is provided to enable small group work for Year 6 pupils in Maths to enable those children who need additional support to work in a small group with high adult / child ratio	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. *EEF – small group tuition – impact +4 months*	1,2
Additional support for Year 6 children with	• To ensure that all children have all gaps supported before moving up to secondary from COVID pandemic. Quality first	1,2, 4

Mathematics reasoning and grammar.	teaching with high quality teachers / support staff have a direct impact on children's progress. *EEF – small group tuition – impact +4 months*	

Enrichment / Engagement Support

Budgeted cost: £ 11,085.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half price attendance at Breakfast Club for children in receipt of the Pupil Premium.	• For children to attend Breakfast Club and After school club for half price to enable the family to work. • Attendance is consistent as family members can work to support income. • Evidence through historic support of vulnerable families who need access to this club.	5, 3, 1
Half the cost of trips and camps are funded for all children in receipt of the Pupil Premium	• To enable ALL children to be able to access all external activities and opportunities to widen and broaden cultural capital. *EEF – Aspiration interventions – (no proven impact yet)* *EEF – Outdoor adventure learning – (no proven impact yet)* *EEF – Arts participation – Impact +3 months*	2, 3, 1
Parents of Pupil Premium children can use £100 to enable their children to access extra-curricular activities which attract a cost, to cover the cost of school trips or to purchase uniform or swimming lessons.	• To enable ALL children to be able to access all external activities and opportunities to widen and broaden cultural capital. • For parents to be able to afford additional items for children that would normally have been stretched. *EEF – Aspiration interventions – (no proven impact yet)* *EEF – Outdoor adventure learning – (no proven impact yet)* *EEF – Arts participation – Impact +3 months*	2, 3, 1
A variety of arts-based activities are provided across the school.	• To enable ALL children to be able to access all external activities and opportunities to widen and broaden cultural capital. *EEF – Arts participation – Impact +3 months*	3, 1

For children to take part in Forest School sessions across the year.	• To enable ALL children to be able to access all external activities and opportunities to widen and broaden cultural capital. • For all children to have access to biophilia as a means of regulation and SEMH support. • Forest School / Wild time teaching linked to attendance to ensure that children understand the importance of being at school. *EEF – Outdoor adventure learning – (no proven impact yet)* *EEF – Metacognition and Self-regulation – Impact +7 months*	3, 5 , 1

Wellbeing Support

Budgeted cost: *£ 4,427*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained TIS Practitioner is available two afternoons a week to meet with those children who need support.	• Social and emotional learning interventions seek to improve pupil's interactions with others, their understanding of feelings and emotions and their ability to reengage with academic studies. • Emotional literacy interventions help pupils with their peers, teachers and family. EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. *EEF – Metacognition and Self-regulation – Impact +7 months* *EEF – Behaviour interventions – Impact +4 months*	3 , 1
The time and expertise of outside professionals provide targeted support to pupils, families and staff.	• Support from external agencies when specialist advice is needed. • Targeted support for key families who are vulnerable or in need of support. *EEF – parental engagement – Impact +4 months*	2, 1
We monitor attendance rigorously, reward good attendance, work directly with parents	• Attendance of PP children is identified and addressed by school leaders and EWO. There is a correlation between attendance and pupil outcomes.	5, 3, 2, 1

and liaise with the EWO where needed.	• Strong relationships between parents and staff make it easier to support families who need additional support with attendance and home learning. *EEF – parental engagement – Impact +4 months*	

We have used the Education Endowment Foundation Toolkit to support our decisions on where the support needs to be placed.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit