



Pupil Premium Strategy Statement 2023 – 2024

This statement details our school's use of pupil 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.

Overview of the school	
School name	Blackrod Primary School
Total number of pupils on roll	313
Total number of pupils eligible for PPG and PPG+	25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Pupil Premium Lead	V Wilson/K Mead
Governor Lead	M. Banks
Statement authorised by	CSSC and HR&Finance

Funding Overview	
Pupil premium funding allocation this academic year	£38,555

Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£38,555

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Blackrod Primary School, we aim for all our pupils, including our vulnerable/disadvantaged pupils to make good progress. We believe that with the right support and provision in place, all pupils can achieve their full potential and have a joy in learning and life.

We aim to:

- Remove barriers to learning which may be created by individual family circumstances including poverty.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged children.
- Ensure that all pupils are able to read fluently and with good comprehension to enable them to access our dynamic and engaging curriculum.
- Develop and embed basic numeracy skills.
- Ensure all pupils have strategies and support to help with their social, emotional, mental health and wellbeing, developing their social confidence.
- Ensure our pupils access a wide range of opportunities to develop their own 'Cultural Capital.'

In order to achieve our aims and overcome identified barriers to learning we will:

- Ensure that Quality First Teaching and learning opportunities meet the needs of all of the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- Act early to intervene at the point of need is identified.
- Adopt a whole school approach in which staff take responsibility for pupils' outcomes and raise expectations.
- Ensure that appropriate provision is made for all pupils who belong to the vulnerable groups, this includes ensuring that the needs of disadvantaged children are adequately assessed and addressed.
- Ensure we hold termly 'Child Progress' meetings where clear targets are put in place for all children, including disadvantaged. This then feeds into Quality First Teaching, small groups and 1:1 sessions.
- Ensure we provide appropriate pastoral and well-being support for all children. This can include monitoring attendance, supporting vulnerable families and working with outside agencies of our most vulnerable pupils and their families.

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

1	Low phonic abilities and reading attainment influencing pupils' ability to access the dynamic and engaging curriculum in school. This has been identified by phonics assessments, reading assessments, observations and discussion.
2	Y3/4/5 Pupils' foundations in basic maths skills have been disrupted. This has impacted pupils' abilities to build on weak foundations and transfer skills to reasoning and problem solving. This has been identified by maths assessments, observations and discussion.
3	All pupils need access to pastoral and wellbeing support. Some pupils and their families have difficulties with social, emotional, mental health and wellbeing. Vulnerable pupils and their families have been identified through discussion, observation and by external agencies.
4	Ensuring all pupils, including disadvantaged pupils have the ability to enrich their own individual 'Cultural Capital.' This includes access to clubs, trips, and residential visits.

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 met

	Intended Outcome	Success Criteria
1	Increased phonics, reading and comprehension skills. Development of Reading Pathway to close the gap	Children will reach individual reading targets. Children will pass phonics screening
2	Increased Maths fluency and basic skills. Development of Pathway to close the gap	Children will reach individual Maths targets. Closing the gap in areas of difficulty.
3	Increase writing fluency and proficiency Development of Pathway to close the gap	Children will reach individual writing targets. Closing the gap in areas of difficulty.
4	All pupils will be supported in their Mental Health and Wellbeing. Development of SEMH Pathway for support	Pupils will have opportunities and support to promote Mental Health and wellbeing.

5	Pupil access a wide range of activities to improve their cultural capital and their life experiences.	Children will have accessed a number of cultural experiences during the school year.
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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: Budgeted cost £18,465.62			
Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Early reading and phonics CPD for all KS1 staff to support the embedding of RWI across the Key Stage.	Training and assessment cycle, phonics assessments/groupings	1	Development Days x2 per year = £1000
Deployment of staff to teach bespoke phonics groups. Daily Reciprocal Read sessions embedded within in KS2.	Training and assessment cycle, phonics/reading assessments/groupings.	1	TA £14.30 x 3.3 hours x 7 staff x 39 weeks =£12,882.87
Bespoke maths targeted teaching and acceleration. TA support/targeted groups within Maths sessions	Assessments prior to unit of work. Planned T&L sessions	2	£14.30 per hour x 2.5hr x 3 days x 39 weeks staff = £4,182.75
Writing development across school is targeted and progressive.	Training and assessment cycle.	3	Pathways to Write £400

Targeted academic support: £28,628.25

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Early reading and Phonics tutoring 1:1	TA timetable of support 4 afternoons per week to close the gap with 1:1 tutoring TA KS1 TA EYFS	1	TA £14.30 x 2.5 x 5 x 39 weeks =£6971.25 £14.30x1hrx5 days x 39 weeks =£2788.50
Reading and Spelling, Punctuation and Grammar Intervention 'Spring Board'KS2 Y4-6	Personalised gap analysis Used for Intervention, KS2 revision and Home Learning	2	£310.00
Maths tutoring – NCTEM Class for Number intervention packages	TA timetable of support 3 afternoons per week to close the gap with tutoring TA KS1 & LKS2	2	£14.30 per hour x 2.5hr x 3 days x 39 weeks x 2 staff = £8365.50
	TA EYFS – Summer Term	2	£14.30x1hrx5 days x 12 weeks =£858.00
Maths Intervention 'Spring Board'KS2 Y4-6	Personalised gap analysis Used for Intervention, KS2 revision and Home Learning	2	£310.00
Pastoral/SENCO/Designated Teacher support for attendance, pastoral and MHWB	Early Helps, CPOMS, LAC reviews, PEPS, Transition support, Pastoral Pop in.	4	AHT role (50% Non-teaching) Safeguarding, SENDCo, Designated Teacher, Wellbeing and Pastoral Lead.) 1 day per week PP/Vulnerable = £8,775
Development of Pathway for support for SEMH	Purchase resources Boxall assessment and Beyond Boxall in the	4	Resources £250.00

	classroom		
Writing	LP/AHT Research writing intervention and costing Establish high expectations for Handwriting	3	Cost TBC

Wider strategies: £12,669.40

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Additional cultural capital opportunities for all children; subsidised as necessary for children who are disadvantaged.	School events Blackrod Hub events After school clubs/club lists PP list of clubs attended each term and contact with families to encourage uptake/Offer places in advance TA3 leading 2 additional EC clubs per ½ term to extend current offer See Calendar of events each term and Newsletter	5	TA £14.30 x 2hrsx 39 weeks £1,115.40
Part fund educational visits including residential visits	Whitby, London and Manor Adventure	5	£400
Increased outdoor curriculum opportunities/Forest School and OPAL development	Forest school EYFS – weekly Ks1+ minimum 1x5 week unit per year and 2 week embedding sessions (Additional TA support for FS sessions) OPAL TA lunchtime leads x3	4,5	£14.30 x2.5 hrs x 3 per week x 26 weeks £2788.50 TA £14.30x5 hrsx 39 weeks x 3 staff £8,365.50
Curriculum meetings for parents and carers with workshops related to supporting children at home with the curriculum with	Whole School October 2024 EYFS Stay and Play sessions 1 per term	1,2,3,4	14x teaching staff x 2.5hrs

particular emphasis on Reading, Maths, Wellbeing			
Pre-Loved uniform	Pre-loved uniform is available to all families all year round. Ensure all children have enough uniform/PE Kit	4	Admin Time
BYB Wellbeing support after school sessions with children and their parents	'Every Mind Matters' programme. Invitations sent to families/ parents Newsletter inviting families to take part in sessions	4,5	Additional Funding received

Total budgeted cost: £ 59,763.27

Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2022/23

Total number of pupils on roll	317
Total number of pupils eligible for PPG	24
Total number of pupils eligible for PPG+	3

Pupil Premium Strategy Outcomes This details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year

Attainment of Pupil Premium Children

Year Group/Area of learning	Data for PPG children			
Early Years Good Level of Development (5)	80%			
Year 1 Phonics	No PPG			
Year 2 Phonics (4)	100%			
Year Group	Reading	Writing	Maths	Combined Year
Year 2 (4)	50% ARE+	50% ARE+	75%ARE+	50%ARE+
	25% GDS	25%GDS	50%GDS	25%GDS
Year 6 (9)	89% ARE+	67% ARE+	89% ARE+	56% ARE+

22%GDS

11% GDS

22%GDS

11%GDS

Evaluation:

All children have had access to quality first teaching. The use of termly assessment and child progress meetings have been used to rigorously assess children's attainment and progress and discuss next steps. As a result targeted support and intervention has been put in place to ensure that all children are reaching their potential academically, emotionally and socially. Children are closely monitored and support is reviewed to ensure maximum success in closing the gap and enabling children to achieve their targets and ARE. Support for wellbeing has been undertaken by the AHT/SENDCo, which has included offering support to vulnerable children and their families. The Early Help pathway and collaboration with outside agencies have also supported a number of children and their families, offering further information, advice and strategies. The AHT/SENDCo is deployed to support vulnerable children, giving them the opportunity to build a positive relationship with a trusted member of staff and ensure their wellbeing. Pastoral Pop is a well established offer where children can seek support and talk to the AHT/SENDCo on a regular basis in a calm and safe environment. All pupils have had experiences to enhance their cultural capital and the BYB charity provision will continue to be a source of opportunity in the following year.

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	Intended Outcome	Success Criteria	
1	Increased phonics, reading and comprehension skills across school.	Children will reach individual reading targets. (expectation majority ARE) Children will pass phonics screening (expectation 90%+)	<ul style="list-style-type: none"> • See phonics data • Comprehension in KS1 and above to be further developed • RWI Phonics Programme has been implemented and embedded. Fortnightly CPD and development observations take place each term
2	Increased Maths fluency and basic skills.	Children will reach individual Maths targets. (Expectation ARE) Closing gaps	<ul style="list-style-type: none"> • See Maths Data above
3	All pupils will be supported in their Mental Health and Wellbeing.	Pupils will have opportunities and support to promote Metal Health and wellbeing.	<ul style="list-style-type: none"> • PPG children have their own provision maps. • Pastoral concerns identified. • Pathway to SEMH support to be developed and planned by AHT • TA to support with

			<p>Pastoral/wellbeing and undertake action on EHA, PEPs and EHCPs.</p> <ul style="list-style-type: none"> • SENDCo role to work with vulnerable children and their families, undertake PEP and LAC reviews as the Designated Teacher.
4	Pupil access a wide range of activities to improve their cultural capital and their life experiences.	Children will have accessed a number of cultural experiences during the school year.	<ul style="list-style-type: none"> • PPG children have been financially supported to attend residential trips eg PGL • Support with funding for extra- curricular trips and experiences subsidised. • Access to clubs monitored offer of provision made to ensure children have access

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	OUP Ruth Miskin
Read Write Inc Comprehension	OUP Ruth Miskin
Read Write Inc Fresh Start	OUP Ruth Miskin
Oxford Owl	Oxford University Press
Cracking Comprehension	Rising Stars
Purple Mash	2simple
NCTEM Schemes of work	NCTEM
White Rose Schemes of Work	White Rose

TT Rockstars	Maths Circle Ltd
Maths, English and Science Gap analysis and intervention	Spring Board
Pathways to Write	The Literacy Company
Kapow DT, Art and PSHE	KAPOW
Science	Developing Experts
Pathway for support SEMH	Helping Children with feelings scheme (Routledge)