



Pupil Premium Strategy Statement 2022 – 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Overview of the school	
School name	Blackrod Primary School
Total number of pupils on roll	317
Total number of pupils eligible for PPG and PPG+	24
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Pupil Premium Lead	V. Wilson
Governor Lead	M. Banks
Statement authorised by	Curriculum and Inclusion Committee

Funding Overview	
Pupil premium funding allocation this academic year	£36,500
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£36,500

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 regular '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	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 across school.	Children will reach individual reading targets. (expectation majority ARE) Children will pass phonics screening (expectation 90%+)
2	Increased Maths fluency and basic skills.	Children will reach individual Maths targets. (Expectation ARE) Closing the gap in areas of difficulty.
3	All pupils will be supported in their Mental Health and Wellbeing.	Pupils will have opportunities and support to promote Metal Health and wellbeing.
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.

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 £35,427

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 x 3 per year =£1500
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 £15.19 x 3.3 hours x 5 staff x 39 weeks =£10,231
Bespoke maths targeted teaching and acceleration. TA support/targeted groups within Maths sessions	Assessments prior to unit of work. Planned T&L sessions	2	£15.19 per hour x 5 hours each x 8 x 39 weeks staff = £23,696

Targeted academic support: £16,305

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Reading and phonics grouping/acceleration groups: small groups and 1:1	CT timetable of support	1	CT role £15.19 x 2.5 x 5 x 39 weeks =£7405
Pastoral/SENCO/Designated Teacher support for attendance, pastoral and MHWB	Early Helps, CPOMS, LAC reviews, PEPS, Transition support, Pastoral Pop in.	3	VW bespoke role as AHT (encompassing Safeguarding, SENDCo, Designated Teacher, Wellbeing and Pastoral Lead.) per week

			1 day per week PP/Vul/Pastoral= £8,900
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Wider strategies: £432

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	4	-
Fund music extra -curricular club for 1 child	SLA with Music Service	3, 4	£32
Part fund educational visits including residential visits	Manor House/ PGL x 8 ch	4	£400
Increased outdoor curriculum opportunities/Forest School	Forest school timetables	3, 4	-
Curriculum meetings for parents and carers with workshops related to supporting children at home with the curriculum with particular emphasis on Reading, Maths, Wellbeing	Dates scheduled on calendar of events.	1,3	-
BYB Wellbeing support after school sessions with children and their parents	Targeted Letters to parents Newsletter targeting Uptake on sessions	3	- Funding received

Total budgeted cost: £ 52,164

Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2021/22				
Total number of pupils on roll	304			
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 2021 – 2022 academic year				
Attainment of Pupil Premium Children				
Year Group	Good Level of Development			
Early Years	No Pupil Premium			
Year Group	Reading	Writing	Maths	Combined Year 6
Year 2	100%	100%	100%	100%
Year 6	50%	75%	50	25%
Evaluation:				
<p>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. 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. 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. A Teaching Assistant was also deployed to support vulnerable children, giving them the opportunity to build a positive relationship with a trusted member of staff and ensure their wellbeing and actions from PEPs, Early Helps and EHCP were undertaken. All pupils have had experiences to enhance their cultural capital and the Blackrod Hub will continue to be a source of opportunity in the following year.</p>				
Pupil Premium strategy outcomes				
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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"> • 98% of children passed the phonics screening (Y1) • RWI Phonics Programme has been implemented and embedded. Additional training and observation have also been provided in the form of 'Development Days.' • 86% of Ch in KS1 achieved ARE in reading • 18% achieved GDS. • 88% of children in Y6 achieved ARE • 38% of ch achieved GDS in reading.
2	Increased Maths fluency and basic skills.	Children will reach individual Maths targets. (Expectation ARE) Closing the gap in areas of difficulty.	<ul style="list-style-type: none"> • 80% of ch achieved ARE in Maths (KS1 SATs) • 23% achieved GDS in Maths (KS1) SATS • 94% of ch achieved ARE in Maths (KS2 SATS) • 38% of ch achieved GDS in Maths (KS2 SATS)
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"> • PP children have their own provision maps. • Pastoral concerns identified. • TA to support with Pastoral/wellbeing and undertake action on EHA, PEPs and EHCPs. • 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"> • PP children have been financially supported to attend residential trips eg PGL • Support with funding for extra- curricular

			trips and experiences subsidised. <ul style="list-style-type: none"> • Access to clubs monitored and ch identified as having talent, nurtured eh singing lessons.
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Externally provided programmes	
Programme	Provider
TT Rockstars	Maths Circle Ltd
Read, Write, Inc	Read, Write, Inc (Ruth Mitskin)
Oxford Owl	Oxford Owl
PurpleMash	2simple
Rising Stars Reading Planet	Hodder and Stoughton Ltd
Calma Class	Relax Kids
NCTEM Schemes of work	NCTEM
White Rose Schemes of Work	White Rose