



# Pupil Premium Strategy Statement 2024 – 2025

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.

<b>Overview of the school</b>	
<b>School name</b>	Blackrod Primary School
<b>Total number of pupils on roll</b>	312
<b>Total number of pupils eligible for PPG and PPG+</b>	26
<b>Date this statement was published</b>	December 2024
<b>Date on which it will be reviewed</b>	December 2025
<b>Pupil Premium Lead</b>	V Wilson
<b>Governor Lead</b>	M. Banks
<b>Statement authorised by</b>	CSSC and Finance, Premises and HR

<b>Funding Overview</b>	
Pupil premium funding allocation this academic year	£40,807
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£40,807

## 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	In English there are identified challenges in phonics, early reading, writing and communication and language.  Children working below age related expectation on phonics. This has been identified by phonics assessments, reading assessments, observations and discussion.
2	Some pupils do not meet age related expectation in maths. This is identified through assessments, observations and discussions.
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

	<b>Intended Outcome</b>	<b>Success Criteria</b>
1	Increased oracy, phonics/reading, writing and comprehension skills. (English)	Children will reach individual English 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	All pupils will be supported in their Mental Health and Wellbeing. SEMH Pathway alongside Early Help assessments and SEND provision.	Pupils will have opportunities and support to promote positive Mental 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.

<b>Teaching: Budgeted cost £18,948</b>			
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Cost</b>
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 1 per year = £500 Fortnightly CPD for staff
Deployment of staff to teach bespoke phonics groups. Daily Reading sessions embedded within in KS2.	Training and assessment cycle, phonics/reading assessments/groupings.	1	TA £16.19 x 3 hours x 7 staff x 39 weeks =£13,259
Bespoke maths targeted teaching and acceleration. TA support/targeted groups within Maths sessions Doodle maths	Assessments prior to unit of work. Planned T&L sessions	2	£16.19 per hour x 2.5hr x 3 days x 39 weeks staff = £4735
Writing development across school is targeted and progressive.	Training and assessment cycle.	1	Pathways to Write £400 CPD for staff Plazoom subscription £54

**Targeted academic support: £25,758**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Early reading and Phonics tutoring 1:1	Training and assessment cycle, phonics assessments/groupings	1	TA £16.19 x 2.5 x 5 x 39 weeks =£7892 £16.19 x 1hr x 5 days x 39 weeks =£3157
Welcomm Oracy Intervention	Low starting points in CLL on entry into Reception class	1	TA £16.19 x 1 per week x 39 =£631
Hold a sentence writing intervention	Training and assessment cycle, phonics assessments/groupings	1	£16.19 x 3 (30 mins sessions) =£947
Doodle Maths Maths Mastery NCTEM	Maths assessment cycle.	2	20 mins daily X39 weeks TA £16.19 =£631
Pastoral/SENCO/Designated Teacher support for attendance, pastoral and MHWB	Early Helps, SEND support, 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 x 39 PP/Vulnerable = £12,500

**Wider strategies: £23,870**

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 , Newsletter and Enhancement Journey	4	TA £16.19 x 2hrsx 39 weeks £1,262
Part fund educational visits including residential visits	Anderton Centre, Whitby, London and Manor Adventure	4	13 pupils x £50 =£650
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	1,4	RL role 2 hours per week £120 x 39= £4680 BK 1 hour per week x 39 =£650 £16.19 x2.5 hrs x 3 per week x 26 weeks £3157 TA £16.19x5 hrs x 39 weeks x 3 staff= £9471
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	HAF support Secret Garden Forest Grounds BYB Administration	4	£4000
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**Total budgeted cost: £ £68,576**

### Part B: Review of outcomes in the previous academic year

#### Number of pupils and pupil premium grant (PPG) received for 2023/4

Total number of pupils on roll	313
Total number of pupils eligible for PPG	25
Total number of pupils eligible for PPG+	1

**Pupil Premium Strategy Outcomes** This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year

#### Attainment of Pupil Premium Children

Year Group/Area of learning	Data for PPG children
Early Years Good Level of Development (1)	100%
Year 1 Phonics (6)	83%
Year 2 Phonics (0)	NA

Year Group	Reading	Writing	Maths	Combined Year
Year 2 (0)	NA	NA	NA	NA
Year 6 (3)	89% ARE+ 22%GDS	67% ARE+ 11% GDS	89% ARE+ 22%GDS	56% ARE+ 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. As a result targeted support and intervention can be put in place. This can support children academically, socially and emotionally to reach their full potential.

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 support. The AHT/SENDCo is deployed to support vulnerable children, giving them the opportunity to build

a positive relationship with a trusted members of staff and ensure their positive 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. This is evident on our Enhancement Journey. BYB charity provision will continue to be a source of opportunity for our pupils and their families as we go forward into the next academic year.

### Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

	Intended Outcome	Success Criteria	
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.	Children will reach individual reading targets. (expectation majority ARE) Children will pass phonics screening (expectation 90%+)	<ul style="list-style-type: none"> <li>• See phonics data</li> <li>• Comprehension skills on in KS1 and above has been developed through RWI Comprehension sessions and Fresh Start materials</li> <li>• RWI Phonics Programme has is embedded.</li> <li>• Fortnightly CPD and development training</li> </ul>
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.	Children will reach individual Maths targets. (Expectation ARE) Closing gaps	<ul style="list-style-type: none"> <li>• Y3 pupils ARE+</li> <li>• Y4 pupils ARE+</li> <li>• Year 5 Pupils ARE+</li> </ul>
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.	Pupils will have opportunities and support to promote Mental Health and wellbeing.	<ul style="list-style-type: none"> <li>• PPG children have their own provision maps.</li> <li>• Pastoral concerns identified.</li> <li>• Access to Pastoral Pop in on a weekly basis/Pastoral support on offer.</li> <li>• SEMH Pathway including referrals to outside agencies such as I Thrive and</li> </ul>

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

## 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 Maths Mastery	NCTEM
NCTEM Maths Mastery Specialist Teacher	NCTEM

Doodle Maths	Doodle Learning
White Rose Schemes of Work	White Rose
TT Rockstars	Maths Circle Ltd
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)