

Pupil Premium Strategy Statement:

Blacko Primary School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	6 pupils or 5.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026-2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Richards (Headteacher)
Pupil premium lead	Kate Richards (Headteacher)
Governor / Trustee lead	Hannah Marsden – PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5,920

Part A: Pupil premium strategy plan

Statement of intent

Diagnostic Assessment

By July 2025, the majority of pupils eligible for pupil premium funding met or exceeded the expected standard across all year groups in Phonics, Reading, Writing and Mathematics. In many areas, disadvantaged pupils continued to perform at least in line with, and often above, national outcomes for all pupils. Attainment evidence is drawn from a triangulation of formative and summative assessment processes, including baseline assessments in Reading, Writing and Mathematics, ongoing teacher assessment and judgement, and statutory outcomes such as the Phonics Screening Check.

The attainment gap that emerged as a result of school closures during the COVID-19 pandemic has been successfully closed and sustained. Disadvantaged pupils now achieve outcomes comparable to their peers both within school and nationally.

Attendance for disadvantaged pupils during the 2025-2026 academic year remained consistently high at approximately 96%, with persistent absence remaining negligible. This level of attendance continues to be broadly in line with national averages for all pupils and remains above national figures for persistent absence, reflecting the school's strong systems and culture around attendance and engagement.

Statement of Intent (2025–2026)

Our intent for the next academic year is to sustain high levels of attainment, progress and engagement for all pupils, regardless of background or individual challenge, ensuring that disadvantaged pupils continue to achieve outcomes in line with or above national expectations.

To achieve this, we will continue to prioritise high-quality, inclusive, first teaching underpinned by evidence-informed professional development. Teaching practice will remain responsive and adaptive, incorporating the EEF's Five-a-Day principles to ensure strong provision for pupils with SEND. A targeted and graduated programme of evidence-informed interventions will be maintained for pupils at risk of falling behind, with particular emphasis on early reading, speech and language development, and early identification of need in the Early Years.

Alongside academic provision, we will continue to work in close partnership with parents and carers to promote a strong culture of attendance and shared responsibility. Attendance will be rigorously monitored by the Senior Attendance Champion, Attendance Lead and Headteacher. Where concerns arise, timely and appropriate support will be implemented, including targeted intervention to address missed learning and remove barriers to regular attendance.

We will also continue to deliver a comprehensive PSHE curriculum that explicitly supports pupils' wellbeing and safeguarding needs. This will remain particularly focused on pupils with identified social, emotional and mental health needs, ensuring that wellbeing barriers to learning are addressed proactively and effectively.

Finally, we remain committed to ensuring that no pupil is disadvantaged by a narrowing of curriculum entitlement. The Blacko curriculums, as outlined on the school website, will continue to be implemented with fidelity to address gaps in knowledge and understanding. Experiential enrichment opportunities will be further strengthened through engagement with the school's Personal Development Passports, the Pennine Trust Personal Development Passport, a wide-ranging extra-curricular offer, and carefully planned educational and residential visits encompassing both cultural and adventurous outdoor learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified that some disadvantaged pupils experience difficulties with emotional regulation and low self-esteem, which can impact their ability to engage consistently with learning, manage transitions and respond positively to challenge. These needs can present as reduced resilience, heightened anxiety or low confidence, creating barriers to sustained concentration, participation and academic progress without targeted emotional and wellbeing support.</p>
2	<p>Observations, and discussions with pupils indicate that some disadvantaged pupils have limited access to consistent parental engagement and academic support at home. Factors such as parental confidence with the curriculum, competing family pressures or previous negative educational experiences can reduce opportunities for reinforcement of learning outside school. This can impact pupils' confidence, homework completion, reading frequency and overall progress if not addressed through effective home-school partnerships and targeted family support.</p>
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>A proportion of disadvantaged pupils demonstrate ongoing difficulties with transcription skills, including spelling, handwriting and writing fluency. Weaknesses in these foundational writing skills increase cognitive load, limiting pupils' ability to translate ideas effectively into written form. As a result, progress in writing composition can be hindered, particularly in extended writing tasks, unless systematic and targeted support is in place</p>

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
<p>Intended Outcome 1: SEMH – Emotional Regulation and Self-Esteem</p> <p>Intended Outcome: <i>Disadvantaged pupils with identified SEMH needs develop improved emotional regulation, resilience and self-esteem, enabling them to engage positively with learning, manage challenges effectively and sustain attention within the classroom.</i></p>	<p>Reduction in SEMH-related behaviour incidents and emotional dysregulation episodes</p> <p>Improved pupil engagement and participation observed during lessons</p> <p>Positive pupil self-reporting of confidence and wellbeing through pupil voice surveys</p> <p>Improved attendance and punctuality for identified pupils – attendance data</p> <p>Sustained or improved academic progress for pupils receiving SEMH support – progress data, internal and external</p>
<p>Intended Outcome 2: Parental Engagement and Support for Learning at Home</p> <p>Intended Outcome: Parental engagement in the learning of disadvantaged pupils is strengthened, resulting in improved home learning routines, increased confidence in supporting learning and enhanced pupil outcomes.</p>	<p>Increased parental attendance at workshops, meetings and school events</p> <p>Improved completion rates and quality of home learning tasks</p> <p>Increased frequency of reading at home, as evidenced by reading records</p> <p>Positive parental feedback regarding confidence in supporting learning</p> <p>Improved academic progress and engagement for pupils identified as previously lacking home support</p>
<p>Intended Outcome 3: Writing Development – Transcription and Spelling</p> <p>Intended Outcome: Disadvantaged pupils develop secure transcription skills, including accurate spelling, fluent handwriting and improved writing stamina, enabling them to focus on composition and effectively communicate ideas in writing.</p>	<p>Improved spelling accuracy in both dictated and independent writing – published writing and spelling tests</p> <p>Increased writing fluency and stamina, particularly in extended writing tasks – book looks and pupil voice</p> <p>Improved handwriting consistency and presentation – book looks and pupil voice</p> <p>Accelerated progress in writing attainment data for targeted pupils – assessment data and pupil progress meeting reviews</p> <p>Teacher assessment indicates reduced transcription barriers to writing composition – assessment data and pupil progress meeting reviews</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Instructional Coaching. Staff training on pedagogical development implementing the Walkthrus programme and cross Trust CPD	EEF Report - High Quality Teaching to maximise learning EEF Report – Metacognition and self regulated learning EEF Report – Effective professional development. EEF Report - Feedback	1,2,3
Monitoring and ongoing development of SEMH needs including regulation and de-escalation. Staff training and development.	EEF – Improving Social and Emotional Learning (SEL) EEF – Behaviour Interventions DfE – Mental Health and Behaviour in Schools NASEN – Supporting Pupils with SEMH Needs (SEND & inclusion) EEF Report – 5-a-day adaptations Ofsted Inspection Toolkit - Inclusion	1
To develop teachers’ knowledge, confidence and practical skills in engaging parents effectively as partners in learning, particularly for disadvantaged pupils, in line with EEF and DfE guidance on parental engagement.	EEF – Parental Engagement Guidance Report DfE – Supporting Pupils with Home Learning EEF – Effective Teacher Development Guidance	2
Monitoring and ongoing development of writing teaching and learning. Staff training and development in line with the writing LTP and sharing of best practice for consistency in approach.	EEF Report – Early Literacy Approaches. DfE Writing Framework EEF – Writing Evidence Review EEF – Effective Professional Development Ofsted Review of Writing. Little Wandles Research Pathways to Spell Research CLPE	3

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small-group or 1:1 SEMH support sessions delivered by trained staff, focusing on emotional regulation strategies, self-awareness, resilience and positive self-concept. Interventions are timetabled regularly and aligned with classroom expectations to support transfer of skills into daily learning.</p> <p>Support may include:</p> <ul style="list-style-type: none"> • Explicit teaching of emotional regulation strategies • Structured check-ins and emotional coaching • Use of consistent routines, visual supports and self-regulation tools • Close liaison between class teachers and support staff to reinforce strategies 	<p>EEF – Improving Social and Emotional Learning (SEL) EEF – Behaviour Interventions DfE – Mental Health and Behaviour in Schools</p>	<p>1</p>
<p>Targeted parental support is provided through proactive sign-posting to community services, sharing practical learning resources, and offering bespoke 1:1 or small-group advice sessions for parents of disadvantaged pupils identified as requiring additional support.</p> <p>This approach recognises that barriers to engagement may be complex and multifaceted and therefore requires flexible, responsive support tailored to individual family need.</p> <p>Support may include:</p> <ul style="list-style-type: none"> • Sign-posting parents to relevant community support services • Sharing accessible learning resources • Targeted 1:1 or small-group parent advice sessions • Ongoing communication and follow-up 	<p>EEF – Parental Engagement Guidance DfE – Working in Partnership with Parents DfE – Supporting Pupils with Home Learning</p>	<p>2</p>

<p>Targeted small-group writing interventions focused on transcription skills, including spelling, handwriting fluency and writing stamina. Sessions are short, frequent and cumulative, ensuring automaticity of core writing skills.</p> <p>Support may include:</p> <ul style="list-style-type: none"> • Explicit teaching of spelling patterns and morphology • Handwriting fluency practice • Structured opportunities for repeated writing practice • Close alignment between intervention content and classroom writing tasks 	<p>EEF – Improving Literacy in KS1 & KS2 (Writing)</p> <p>EEF – Phonics Guidance</p> <p>DfE – English National Curriculum</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Attendance Champion, supported by the Headteacher and pastoral team, monitors attendance closely and implements personalised attendance support plans for disadvantaged pupils at risk of absence.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Regular attendance reviews and early intervention for pupils at risk of persistent absence • Home–school communication to remove barriers to attendance • Referral to external family or attendance support services as needed. 	<p>DfE – Improving School Attendance Guidance EEF – Behaviour Interventions Guidance</p>	<p>1</p>
<p>Targeted interventions to support pupils’ social, emotional and mental health, including:</p> <ul style="list-style-type: none"> • Small-group or 1:1 emotional regulation sessions • Implementation of consistent behaviour and restorative practices in classrooms • Structured mentoring or coaching sessions to build self-esteem and resilience • Staff training in trauma-informed practice and behaviour management 	<p>EEF – Improving Social and Emotional Learning (SEL) EEF – Behaviour Interventions Guidance DfE – Mental Health and Behaviour in Schools</p>	<p>2</p>
<p>Providing disadvantaged pupils with targeted enrichment and experiential learning opportunities to enhance engagement and motivation:</p> <ul style="list-style-type: none"> • Curriculum-linked educational visits and residential experiences • Participation in creative, cultural or outdoor learning projects • Access to extra-curricular clubs and personal development programmes 	<p>EEF – Arts Participation Evidence Review EEF – Social and Emotional Learning Guidance DfE – Opportunity Areas / Cultural Enrichment Guidance</p>	<p>3</p>

Total budgeted cost: £ 6500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Outcomes Summary – Summer 2025

Weekly monitoring and analysis of pupil performance in reading, writing, and maths has enabled school leaders to provide bespoke professional development to teachers. This has included coaching, team teaching, and targeted planning support, resulting in more consistent and high-quality teaching across all year groups.

Early Years Foundation Stage (EYFS):

Outcomes for disadvantaged pupils were above the national average. The consistent application of high-quality teaching and targeted interventions has ensured strong progress in literacy and numeracy for all pupils.

Key Stage 1 and 2:

- **Year 1:** 100% of disadvantaged pupils passed the Phonics Screening Check, demonstrating the positive impact of consistent phonics teaching and the fidelity to the Little Wandle Letters and Sounds Revised programme.
- **Year 4:** 100% of disadvantaged pupils achieved above the national average in the Multiplication Tables Check, reflecting effective teaching and targeted support.
- **Year 6:** The single disadvantaged pupil achieved the expected standard in reading, evidencing progress and attainment consistent with national expectations.

Across the school, teaching and learning in reading, writing, and maths have become increasingly uniform. This consistency, supported by professional development and Trust-wide moderation, has positively impacted pupil outcomes, as evidenced through SATs, phonics assessments, NFER tests, and cross-Trust moderation. In foundation subjects, pupil voice demonstrates strong retention of knowledge and understanding.

Intervention and Targeted Support:

- The recovery curriculum, combined with support from the National Tutoring Programme, has contributed to improved outcomes for disadvantaged pupils.
- Discrete SPAG teaching has led to measurable progress across all year groups, including disadvantaged pupils.
- Teaching assistants trained in evidence-informed interventions have had increased impact, with pupil progress monitored every three weeks to identify and address gaps promptly.
- Diagnostic assessments, including Wellcomm, Boxall, CCC2, Sensory Profiling, and SNAP, have allowed targeted support for pupils with SEMH needs.

Next Steps:

- Focus on developing greater depth in writing across all year groups to ensure progress mirrors that achieved at Year 6.
- Support for parental engagement with work and support at home.
- Maintain targeted interventions and monitoring cycles to ensure all disadvantaged pupils continue to make strong progress academically and socially.

Pupil Premium – Summer 25

PP Information						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	0	2	0	3	1	1

RECEPTION PP	Reading	Writing	Maths	GLD
No of pupils 1 24	National Not Yet Released	Not Yet Released	Not Yet Released	55.5
Summer 24				
Autumn 24	100	100	100	100
Spring 25	100	100	100	100
Summer 25	100	100	100	100

YEAR 1 PP	Reading		Writing		Maths		Phonics
No of pupils 0	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS	% Pass National
Summer 24 EYFS							
Autumn 24							
Spring 25							
Summer 25							

Year 2 PP	Reading		Writing		Maths	
No of pupils 2	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 24 Y1	100	0	100	0	50	0
Autumn 24	100	0	100	0	100	0
Spring 25	100	0	100	0	100	0
Summer 25	100	0	100	0	100	0

Year 3 PP	Reading		Writing		Maths	
No of pupils 0	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 24 Y2						
Autumn 24						
Spring 25						
Summer 25						

Year 4 PP	Reading		Writing		Maths	
No of pupils 2	On track for EXS	On track for GDS	On track for EXS	On track for GDS	On track for EXS	On track for GDS
Summer 24 Y3	100	33	100	0	100	0
Autumn 24	100	50	100	0	100	0
Spring 25	100	50	100	0	100	0
Summer 25	100	50	100	0	100	0

Year 5 PP	Reading		Writing		Maths	
No of pupils 1	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 24 Y4	0	0	0	0	0	0
Autumn 24	0	0	0	0	0	0
Spring 25	0	0	0	0	0	0
Summer 25	0	0	0	0	0	0

Year 6 PP	Reading		Writing		Maths		Combined	
No of pupils 1	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National 24	62		58		59		46	3
Summer 24 Y5	100	0	100	0	100	0	100	0
Autumn 24	100	0	100	0	100	0	100	0
Spring 25	100	0	100	0	100	0	100	0
Summer 25	100	0	100	0	100	0	100	0

Previous Intended Outcome Review:

- 1. The attainment of children, particularly disadvantaged pupils in KS1 and KS2, in all areas but particularly Maths, will remain in line or above the national average for all pupils. Pupils who are below their age-related expectation will be supported to narrow the gap.**
 - **Evidence:**
 - Year 2: 100% of disadvantaged pupils achieved expected standards in reading, writing, and maths.
 - Year 4: 100% of PP pupils scored above the national average in the Multiplication Tables Check.
 - Targeted interventions, recovery curriculum, and National Tutoring Programme support enabled pupils below age-related expectations to make rapid progress.

- 2. Pupils with the potential to meet the higher standard or GDS standard for reading, writing, and mathematics will be evidenced in pupil outcomes at summative points in Year 2 and Year 6.**
 - **Evidence:**
 - Year 2: While GDS outcomes were not fully reached, progress monitoring shows pupils on track with support.
 - Diagnostic assessments and targeted challenge tasks identified and supported pupils capable of achieving GDS, particularly in maths and writing.
 - Year 6: Disadvantaged pupil met expected standard, with extension tasks planned to target higher attainment.

- 3. Reading will not limit pupils' capacity to meet their expected levels of academic attainment.**
 - **Evidence:**
 - Year 1: 100% of PP pupils passed the Phonics Screening Check.
 - Regular NFER assessments, phonics fidelity (Little Wandle Letters and Sounds Revised), and targeted decoding support ensured pupils could access the curriculum effectively.

- 4. Pupils with SEND will make good progress from their starting points.**
 - **Evidence:**
 - Diagnostic assessments (Wellcomm, Boxall, CCC2, Sensory Profiling, SNAP) enabled targeted support.
 - Trained TAs delivered evidence-informed interventions every three weeks, ensuring measurable progress for SEND pupils.

- 5. Quality first teaching of the PSHE curriculum.**
 - **Evidence:**
 - PSHE curriculum delivered consistently across all year groups.
 - Pupils' SEMH, wellbeing, and understanding of social issues improved, demonstrated through observation and pupil voice.

- 6. Disadvantaged pupils' SEMH needs will be supported through timely interventions and effective Early Help support.**

- **Evidence:**
 - 1:1 and small group SEMH interventions implemented using Boxall and Wellcomm assessments.
 - Early Help referral processes and pastoral support addressed barriers to learning.

7. Identified social and mental health needs will be addressed in accordance with a continuum of need.

- **Evidence:**
 - Structured assessments and targeted interventions ensured pupils' social and mental health needs were met at the appropriate level of support.
 - Regular monitoring allowed for timely escalation and de-escalation of interventions.

8. The cultural capital deficit caused by the pandemic will be addressed through the progression model of the Blacko curriculum.

- **Evidence:**
 - Foundation subject knowledge retention confirmed through pupil voice.
 - Enrichment activities, visits, and the Blacko curriculum progression model have broadened pupils' cultural experiences.

9. Oral vocabulary will be developed to support pupils' understanding of vocabulary both within reading, comprehension and develop their ability to express themselves fluently and communicate effectively with other people.

- **Evidence:**
 - Targeted oral language interventions and vocabulary-focused teaching increased comprehension and expressive language skills.
 - Wellcomm assessments and teacher observations indicate improvements in oral vocabulary and communication.

10. The attendance of all pupils, including pupil premium pupils, will remain above the national average.

- **Evidence:**
 - Attendance monitoring shows overall attendance for PP pupils remained high, with no persistent absence.
 - Senior Attendance Champion and targeted support ensured attendance barriers were addressed proactively.

Summary:

Across Summer 2025, the school's combination of quality first teaching, targeted interventions, diagnostic assessment, SEMH and wellbeing support, and curriculum enrichment has ensured that all strategic outcomes for disadvantaged pupils have been addressed. Disadvantaged pupils' attainment in reading, writing, and maths is at or above national averages, SEMH and wellbeing needs are supported, oral language and vocabulary are developed, and attendance remains strong.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SEMH Support	Acorn Psychology
Mental Health Support	NHS Mental Health Support Team

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
As outlined above – 2 pupils with same challenges
The impact of that spending on service pupil premium eligible pupils
As outlined above – 2 pupils with same challenges

Further information (optional)

N/A