



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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	104
Proportion (%) of pupil premium eligible pupils	7 pupils or 7%
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)	2023-2026
Date this statement was published	10 th November 2023
Date on which it will be reviewed	November 2024
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	£5580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000 Recovery Premium £337.50 (5 pupils @ £67.50/pupil) NTP
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£7,917.50

Part A: Pupil premium strategy plan

Statement of intent

Diagnostic Assessment

In 2023, most children entitled to pupil premium funding either met or exceeded the expected standard in all year groups for Phonics, Reading, Writing and Mathematics which means that academically they outperformed all pupils nationally. There was a slight deficit in Year 5 where 1 pupil is working below the expected standard for Reading, Writing and Maths, this pupil is also on the SEND register. This attainment evidence is based upon both formative and summative assessments which include: initial baseline assessments in Reading, Maths and Writing assessments in conjunction with teacher judgements and the Phonics Screening Check. The gap which was created following school closure during the pandemic has been closed.

Throughout 2022-2023 attendance for disadvantaged children remained at around 96% and persistent absence was 0%. This was broadly in line with the national average for all pupils and above the national average for persistent absentee figures.

Statement of Intent

Our intent for the next academic year is to maintain this attainment and progress level so that pupil premium children continue to make progress in line with their peers nationally. To achieve this, we will continue to invest in quality first teaching and evidence informed professional development, adaptations based on the 5-a-day recommendations for high quality SEND provision as advocated by the EEF as well as offer a comprehensive programme of evidence informed interventions for any pupils at risk of falling behind, notably in terms of early reading and speech and language interventions in the early years.

Alongside this, we will work with parents to develop a strong culture and shared responsibility for attendance at school. Where attendance percentages are low, this will be carefully monitored and supported by the Attendance Officer for the school and the Headteacher. Support for pupils will be put in place to address missed learning.

In addition, we will continue to deliver a comprehensive PSHE curriculum which targets the wellbeing and safeguarding needs of all pupils but specifically those identified with social, emotional, and mental health needs which may have become barriers to the learning.

Finally, we will ensure that no child is disadvantaged through a narrowing of our curriculum intent. The Blacko curriculums, as comprehensively outlined on our website, will be implemented effectively to address gaps in knowledge and understanding. We will enhance our experiential enrichment provision through engagement in the UNICEF Rights Respecting Schools Award, the school's own Personal Development Passports, Pennine Trust Personal Development Passport, comprehensive extra-curriculum club offer, carefully planned educational visits and residential visits both to cultural and adventurous outdoor activity locations.

Challenges

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

Challenge number	Detail of challenge
1	Attainment across the school is varied for PP, with some gaps in children's learning. The reasons include, specific diagnosed SEND needs, poor working memory, retention, understanding of language and lack of experiences. Some pupil premium pupils need additional support to address gaps in learning and ensure good progress.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Levels of parental support and engagement with school vary significantly, as do opportunities for wider learning beyond school, impacting on pupils' development and breadth/depth of knowledge and cultural capital. This has led to an increase of personal development along with social, emotional and mental health needs have increased across the school. This impacts disadvantaged pupils who do not always engage with opportunities provided by school.
4	From monitoring and observations, attendance of pupil premium children is slightly lower than all pupils. This impacts on social, emotional and mental health needs as well as academic attainment of these disadvantaged pupils.

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>The attainment of children in particular 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.</p>	<p>Summative and formative diagnostic assessments will indicate attainment at year group expectations and at greater depth for Reading, Writing and Maths.</p> <p>Evidence informed interventions will be implemented and will address gaps in pupil's understanding and diagnostic assessment tool will track attainment and progress.</p> <p>TAs being trained to effectively deliver interventions will demonstrate through formative and summative assessments that gaps in pupil's learning are addressed.</p>
<p>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.</p>	<p>Summative and formative diagnostic assessments will indicate attainment at greater depth for Reading, Writing and Maths.</p> <p>Evidence informed interventions to stretch and challenge these children, indications through formative and summative assessments will show that interventions will address from EXS to GDS in pupil's learning.</p>
<p>Reading will not limit pupils' capacity to meet their expected levels of academic attainment.</p>	<p>Fidelity to the SSP phonics programme and ongoing training and development of staff will ensure children make progress, this will be evident through half termly assessments and 3-weekly rapid catch up assessments.</p> <p>Regular assessment to inform teaching of targeted interventions will demonstrate through formative and summative assessments that gaps in pupil's learning are addressed.</p> <p>Outcomes at Year 1 Phonics Screening Check will be consistently 80% or above.</p> <p>KS2 Reading SATs data for EXS will be consistently 80% or above.</p>

<p>Pupils with SEND will make good progress from their starting points.</p>	<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Formative and summative assessments will demonstrate that gaps in pupil’s learning are being addressed.</p> <p>Specific approaches to support these pupils will include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology which will meet the specific needs of disadvantaged pupils with SEND.</p> <p>Teachers will plan adaptations to quality first teaching using the EEF SEND 5-a-day guidance and school documentation to meet the specific needs of disadvantaged pupils with SEND.</p> <p>TAs being trained to effectively deliver interventions will demonstrate through formative and summative assessments that gaps in pupil’s learning are addressed.</p>
<p>Quality first teaching of the PSHE curriculum,</p>	<p>Coherent and systematic approach to development of character which will evidenced thru pupil voice and engagement in enrichment opportunities.</p> <p>The impact of the progression model of the Blacko PSHE curriculum and personal development programme including school ambassadors will be evidenced in curriculum monitoring and pupil voice.</p>
<p>Disadvantaged pupils SEMH needs will be supported through timely interventions and effective Early Help support.</p> <p>Identified social and mental health needs will be addressed in accordance with a continuum of need.</p>	<p>Rigor and consistency to the whole school approach to behaviour management and pupil learning behaviours will be evidenced through a reduction in behavior incidents.</p> <p>Self – regulation and metacognition strategies with a focus on retrieval will measure what children know and what they can remember will evidenced through formative and summative assessments of the intervention and a reduction in behavior incidents.</p> <p>A systematic pathway referral programme will mean children will receive the support they require from multi-agencies, this will be evidenced through the referrals made and provision mapper.</p>

<p>The cultural capital deficit caused by the pandemic will be addressed through the progression model of the Blacko curriculum.</p>	<p>Pupils will be provided with a wealth of experiential curriculum linked trips, visits and activities linked directly to the Blacko spiral curriculum which will be evidenced through comprehensive engagement tracking.</p> <p>Engagement in the UNICEF Rights Respecting Schools Award will ensure pupils recognize and understand the UN rights of the child, evidenced through pupil voice.</p> <p>Implementation of the Blacko Personal Development Passport for all year groups which will be evidenced through comprehensive engagement tracking.</p> <p>Pupils will be offered an extensive wider curriculum offer through extra-curriculum clubs and experiences. These will be tracked for engagement, including disadvantaged pupils.</p>
<p>Oral vocabulary will be developed to support pupils' understand vocabulary both within reading, comprehension and develop their ability to express themselves fluently and communicate effectively with other people.</p>	<p>Explicit teaching of vocabulary throughout all curriculum areas which will be evidenced through quality assurance including lesson observations and pupil voice.</p> <p>Summative Assessments (Phonics Screenings) at key milestones will demonstrate through formative and summative assessments that gaps in pupil's learning are addressed.</p>
<p>The attendance of all pupils including pupil premium pupils will remain above the national average.</p>	<p>Targeted support and a range of relevant interventions for pupils with or at risk of persistent absence will support pupils in attending school and addressing areas of weakness in school attendance. This will be evident through attendance tracking data and analysis.</p> <p>Attendance tracking will demonstrate that persistent absence or disadvantaged pupils will remain lower than the national average.</p> <p>Regular monitoring and meeting with parents to create a collaborative approach to attendance in schools will support pupils in attending school and addressing areas of weakness in school attendance. This will be evident through attendance tracking data and analysis.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,000

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
Monitoring and ongoing development of SSP Programme. Staff training and development in line with the SSP and sharing of best practice for consistency in approach.	EEF Report – Early Literacy Approaches. DfE Reading Framework Ofsted Review of Reading.	1, 2
Staff training and development of teaching in PHSE and sharing of best practice for consistency in approach.	EEF Report – Effective professional development. EEF Report - High Quality Teaching to maximise learning	1, 2
Ongoing evaluation and further development of your knowledge rich curriculum to ensure knowledge is retained.	EEF Report – Effective professional development. EEF Report - High Quality Teaching to maximise learning	1,2

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely Maths Interventions led by the class teacher or teaching assistant but planning in accordance with the lesson objective	EEF Report Improving Mathematics Teaching NCETM Mathematics Recovery Programme EEF Report Effective Use of Teaching Assistants.	1,2
Interventions delivered by all support staff with identified children every afternoon with a focus on English, reading and maths.	EEF Teaching Toolkit – 1:1 tuition EEF Report - Effective Use of Teaching Assistants.	1, 2
Monitoring and ongoing development of effective Reading interventions based on diagnostic assessments.. Staff training and development and sharing of best practice for consistency in approach.	Ofsted Review of Reading. EEF Report – Early Literacy Approaches. DfE Reading Framework EEF Teaching Toolkit – Phonics. EEF Toolkit – Reading Comprehension Strategies. EEF Report - Effective Use of Teaching Assistants.	1, 2
School-Led Tutoring Program. TA's to deliver. 12 additional hours of interventions per week with a focus on phonics catch up, early reading and GDS across the curriculum.	EEF Teaching Toolkit. EEF Guidance Report Improving Literacy in KS1 and KS2. Ofsted Review of Reading. EEF Guidance Effective Use of Teaching Assistants.	1, 2
Precision Teaching delivered by all support staff with identified children every afternoon with a focus on fluency in reading and phonics.	EEF Teaching Toolkit – 1:1 tuition.	1, 2
Phonics keep up and catch-up programmes for all pupils who have been assessed and are at risk of falling behind.	Ofsted Research Review Early Reading. EEF Report – Early Literacy Approaches.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental support and guidance on how to support their child - book reading Home learning activities	EEF Report – Parental Engagement	1, 2, 3,4
Communicating and supporting parents: Parental support through workshops and shared information weekly through the school newsletter.	EEF Report – Parental Engagement	1, 2, 3,4
Reinforce social and emotional learning (SEL) through whole school programme	EEF Report – Improving social and emotional learning in primary school.	3,4
Whole trust approach to attendance to ensure high expectations, effective communication and timely interventions.	DFE guidance: Working together to improve school attendance. OFSTED report: securing good attendance and tackling persistent absence. EEF Evidence brief on improving attendance and support for disadvantaged pupils	3,4
Integrate and model social and emotional learning (SEL) skills through everyday teaching	EEF Report – Improving social and emotional learning in primary school.	3,4
Whole trust approach to behaviour and culture to ensure high expectations and a consistent approach.	DfE and Education Development Trust strategies for supporting effective behaviour management through the development of trust wide values and culture, systematization of routines and deliberate practice.	3,4
Implementation of the UNICEF Rights Respecting Schools Award.	UNICEF RRSA literature and case studies. Self-audit for achievement of the Bronze Award.	3,4
Increased engagement in PE, extra-curricular sports and competition.	Research reviews into PE. Refer to Blacko PE funding and impact statement.	3,4
Implementation and evaluation of the effectiveness of	Ofsted Inspection Framework focus on cultural capital deficit. PSHE Association	3,4

the Blacko PSHE Curriculum and	Ofsted Review of Safeguarding and Sexual Harassment in Schools.	
Implementation and continued development of a school-wide personal development programme. Including comprehensive and well planned trips, visitors, clubs, personal development passport and Penning Champion Award.	Ofsted Inspection Framework focus on cultural capital deficit. PSHE Association. EEF Report – Improving social and emotional learning in primary school.	3,4

Total budgeted cost: £ 7,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes from weekly monitoring, resulted in leaders in reading and maths providing bespoke professional development to teachers including, coaching, team teaching and planning support.

Performance in EYFS was above national average - In EYFS all PP children achieved ELG

Teaching and learning of maths, reading and writing has become even more uniform across school. Outcomes for the children across school have shown that the teaching and learning approaches have had a positive impact for all the children. This is evidence in the SATS, Phonics screening, NFER and cross Trust moderation. In foundation subjects pupil voice has demonstrated that children are retaining learning.

- In Year 1 100% of PP passed Phonics screening
- In Year 2 100% of PP children achieved expected in Reading, Writing and Maths
- In Year 2 33% of PP achieved GD in Reading
- In Year 4 100% of PP children achieved expected in Reading, Writing and Maths

Children across the school made good progress.

There were no PP pupils in Year 6 and therefore no comparative data for the 2023 SATs between PP and Non-PP.

The recovery curriculum and support from the National Tutoring Programme have had improved outcomes for pupils 2022/23. This is evidenced in the outcomes for PP children at the end of Summer 23.

Discrete teaching of SPAG has had a significant impact on progress for all pupils including disadvantaged pupils.

Data identifies the need for greater focus on greater depth in reading writing and maths for next academic year across all year groups.

The Little Wandle Letters and Sounds Revised has made a significant impact on the teaching of phonics – consistency and fidelity to the scheme across classes. In Year 1 100% of PP past Phonics screening.

Training has improved teaching across all year groups in delivering phonics for those children who are not confident decoding words.

Due to TA training in specific evidence informed interventions the impact of the TA's in class has improved. This is demonstrated in the outcomes for children in interventions. Children are assessed every 3 weeks in order to monitor and address gaps.

Diagnostic assessment has ensured targeted support for children with SEMH- , Wellcomm and Boxhall, CCC2, Sensory Profiling and SNAP.

Pupil premium strategy outcomes

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

Name of school: Blacko Primary School

Pupil Premium Data: Summer 2023

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

RECEPTION PP	Reading	Writing	Maths	GLD
<u>No of pupils: 2</u>				
National 2022				49.1%
Autumn 22	100%	100%	100%	100%
Spring 23	100%	100%	100%	100%
Summer 2023	100%	100%	100%	100%

YEAR 1 PP	Reading		Writing		Maths		Phonics
<u>No of pupils: 0</u>	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS	% Pass
Autumn 2022							
Spring 2023							
Summer 2023							

Year 2 PP	Reading		Writing		Maths	
<u>No of pupils 3</u>	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
National 2022	51%		41%		52%	
Summer 22 Y1	100%	0%	67%	0%	100%	0%
Autumn 2022	100%	0%	67%	0%	100%	0%
Spring 2023	100%	0%	67%	0%	100%	0%
Summer 2023	100%	33%	100%	0%	100%	0%

Year 3 PP	Reading		Writing		Maths	
<u>No of pupils 0</u>	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 22 Y2						
Autumn 2022						
Spring 2023						
Summer 2023						

Year 4 PP	Reading	Writing	Maths
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<u>No of pupils 1</u>	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 22 Y3	100%	100%	100%	0%	100%	0%
Autumn 2022	100%	0%	100%	0%	100%	0%
Spring 2023	100%	0%	100%	0%	100%	0%
Summer 2023	100%	0%	100%	0%	100%	0%

Year 5 PP	Reading		Writing		Maths	
<u>No of pupils 1</u>	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 22 Y4	0%	0%	0%	0%	0%	0%
Autumn 2022	0%	0%	0%	0%	0%	0%
Spring 2023	0%	0%	0%	0%	0%	0%
Summer 2023	0%	0%	0%	0%	0%	0%

Year 6 PP	Reading		Writing		Maths		SPAG	
<u>No of pupils 0</u>	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
National 2022								
Sum 22 Y5								
Autumn 2022								
Spring 2023								
Summer 2023								

Additional commentary

In 2022-2023, Blacko implemented the full National Curriculum for Maths having completed the NCETM Ready to Progress Mathematics prioritisation curriculum during 2021-2022 academic year. Pupils continue to be taught Maths in single year groups rather than mixed age to fully adhere to a mastery approach to the teaching of mathematics. The SSP Phonics Programme of Little Wandle was implemented with fidelity for pupils in Reception and Year 1 along with those in Year 2 upward who were still working within the scheme. Interventions and assessments for Phonics were carried out with rigor.

Attainment in maths at EXS was as expected and firm foundations are in place for the commencement of the Autumn term 2023. The achievement in Reading and Writing in KS2 are indicative of the school focus on these core areas particularly at GDS and reflect the school's implementation of a revised approach to the teaching of the Writing cycle as well as Reciprocal Reading, an evidence informed approach to the teaching of whole class reading.

In 2022-2023, the EEF 5-a-Day Adaptations were put in place to ensure needs are met through quality first teaching. This was adapted by the school for each subject area which teachers work from when planning lessons and adaptations to meet pupil need.

Externally provided programmes

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

Programme	Provider
None	

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 above – 1 pupil
The impact of that spending on service pupil premium eligible pupils
As above

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.