

# Pupil Premium Strategy Statement – Blackmoor Park Infant School and Kindergarten

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	70 children (20.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Joanne Hitchmough (Headteacher)
Pupil premium lead	Joanne Hitchmough
Governor / Trustee lead	Ms V Abraham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Pupil premium funding carried forward from previous years	£0,000
<b>Total budget for this academic year</b>	<b>£101,850</b>

## Part A: Pupil premium strategy plan

### Statement of Intent

At Blackmoor Park Infant School and Kindergarten we recognise the critical importance of providing all of our children with equal opportunities for success, particularly those eligible for Pupil Premium funding. Following our Ofsted judgment as *'Requires Improvement,'* we are committed to implementing robust strategies that will significantly narrow the attainment gap for all disadvantaged pupils.

Having recently joined The Three Saints Academy Trust we are now better positioned to leverage additional resources, expertise, and support that the trust offers. This partnership will empower us to adopt evidence-based practices and innovative interventions tailored to meet the unique needs of our children whom are in receipt of Pupil Premium.

Our intention is that all children, irrespective of their background or the challenges they face, make strong progress and have high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve the goal, including progress for those who are already high attainers.

Our primary goal is to create an inclusive environment where every student can thrive academically and personally. We will focus on:

1. **Targeted Support:** Implementing personalised learning plans and interventions that directly address the barriers faced by Pupil Premium children.
2. **High-Quality Teaching:** Investing in professional development for our staff to ensure that teaching strategies are effective and inclusive.
3. **Parental Engagement:** Strengthening communication with families to foster a collaborative approach to support student learning and development.
4. **Monitoring and Evaluation:** Regularly assessing progress and adapting our strategies based on data to ensure we are making a tangible impact.

By prioritising these areas, we aim to enhance educational outcomes for our Pupil Premium children, ensuring they have the same opportunities to succeed as their peers.

Our ultimate objectives are:

- To **close the attainment gap** between disadvantaged and non-disadvantaged pupils
- For all **disadvantaged pupils in school to make or exceed nationally expected progress rates**
- For all disadvantaged pupils, with SEND, to **access high quality provision** which enables them to make accelerated progress from their relative starting points
- For all disadvantaged pupils and persistent absentees to attend school, on time, every day to enable them to access learning
- To support our children's **social, emotional and mental health and wellbeing** to enable them to access learning.

The range of provision the Trust and Directors will consider making for this group include (although not exclusive to):

- Providing **additional teaching and learning opportunities** provided through trained staff including TAs
- **Accelerating progress**, moving children to at least age-related expectations
- Resources will also be used to target more able children to achieve above Age Related Expectations (ARE)
- Additional learning support through 1:1 and small group interventions, when appropriate
- Support payment for activities and educational visits. Ensuring children have **first-hand experiences** to use in their learning in the classroom
- Behaviour and emotional support through therapeutic activities for those pupils who have been identified as needing it
- The employment of a Family support worker to **address attendance issues** and work directly with families to reduce barriers to learning

## Challenges

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

Challenge number	Detail of challenge
1	<p>A high number of pupils eligible for PP also have SEND, which affects progress and attainment in core subjects, particularly English and Phonics. Internal and external assessments show that disadvantaged pupils make less measurable progress from their starting points when entering the school. Whilst individual barriers to learning, and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.</p> <p>The above trend is most recognisable in Year 1 Phonics outcomes (40% achieved PSC in 2023-24) and communication and language skills. Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including poor verbal, limited language and social interaction difficulties and language comprehension.</p>
2	<p>75% of SEN pupils eligible for PP throughout the school have significant Communication and Interaction needs, which impact on their overall progress.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped verbal language skills and vocabulary gaps among many disadvantaged pupils. These are evident when children enter the Nursery Class right through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Attendance rates for PP pupils are lower than non-PP pupils with PA being significantly higher in PP pupils (35%). Attendance for PP children currently attend school averages at around 90%. This is significantly below 'good attendance'. The attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. This continues to be the trend this academic year.</p> <p>More disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This can be tracked from Reception – Year 2.</p>
4	<p>A high percentage of children who are eligible for PP have complex special educational needs (SEN), which impacts their learning on a daily basis. Our assessments observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, some of which are due to a lack of rules, routine and boundaries at home and enrichment opportunities.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 36 pupils - 12% of the school roll - currently require additional support with SEND support. A number of these children are also entitled to Pupil Premium</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.

## 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: **£17289.39**

Activity	Evidence that supports this approach (include EEF links)	Challenge number(s) addressed
Qualified Teacher to teach targeted children across the school 1 day per week. This will be driven through analysis of termly data to ensure the focus is appropriate.	<p><b>Rationale:</b> <a href="#">Reading comprehension strategies   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Teacher has taught phonics for over 5 years using this programme and is experienced in preparing teachers and LSAs so that their children can make rapid progress ahead of the Phonics Screening Check.</p>	Challenge point 2 & 4
WellComm Speech and language package used to narrow vocabulary gaps and sentence structure. Delivered twice daily by trained practitioner	<p><b>Rationale:</b> <a href="#">Communication and language approaches   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Delayed language skills lead to under-performance later in life. Activities and strategies can also be shared with parents for use in the home learning environment.</p>	Challenge point 1 & 2

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

Budgeted cost: **£48525.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tutoring for children in Year 1 and 2 to develop their attainment in Read Write inc.</p> <p>This will be delivered by additional support staff.</p>	<p><a href="#">EEF: Targeted interventions to and resources to meet significant needs of children</a></p> <p>We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.</p>	Challenge point 1

<p>FSW to embed a regular timetable of therapeutic interventions with identified pupils, to support SEMH and engagement in pupils with school and learning</p>	<p><a href="#">EEF Toolkit (Behaviour Interventions)</a> <a href="#">+4mths:</a></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. School-level behaviour approaches are often related to improvements in attainment... Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>The differing patterns of needs within the school have been analysed and the FSW will attend relevant training that will support with the most prevalent needs within the school (DA, MHWB, Solution Focused Approaches, Attachment Theory). This will enable her to plan and deliver a timetable of therapeutic interventions to support identified pupils with ongoing needs, as well as supporting any high</p>	<p>Challenge point 4</p>
<p>Pastoral Coaching (Seedling) – Coaching will be delivered 3 hours a week to known children. Pastoral needs will be used to</p>	<p><a href="#">EEF Supporting Social and Emotional Needs:</a> Closing the dis-advantaged gap.</p> <p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>Challenge point 1</p>

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

Budgeted cost: **£36035.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW employed to embed attendance procedures and offer 1:1 support to families and pupils to raise attendance and decrease PA %</p> <p>FSW to support pupils' attainment and progress through parenting support and increasing parental engagement with school and learning</p>	<p><b>Rationale:</b>  <a href="#">EEF Supporting Attendance:</a>  <i>Consider the relationships between schools and families. Attending to attendance – EEF.</i></p> <p><a href="#">EEF Toolkit (Parental engagement) +4mths:</a>  <i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p>Newly appointed FSW will be trained to support the HT/Director of Attendance and Safeguarding to embed policies and procedures for attendance in the school. This will include holding regular Attendance meetings and working with families to put in place support to enable them to improve attendance for their child.</p>	<p>Challenge point 3</p>
<p>Seedlings therapy provided once a week for three hours for targeted children supporting families at home and behavioural needs in school</p>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>This is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	<p>Challenge point 4</p>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that attendance needed further targeted work and have employed a person specifically into this role to add capacity for parental engagement and therapeutic support

To help us gauge the performance of our disadvantaged pupils we compared their EYFSP, and Phonics results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to attendance and engagement, which will have affected individual pupils and schools differently).

The data demonstrates that spoken language into writing remains a challenge and there remains an additional word gap between PP children and their non PP peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that these children will benefit from specific attendance support plans and consistent application of school expectations on behaviours for learning.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that individual class provision maps need to identify provision of interventions for disadvantaged pupils in weekly planning and be evaluated through rigorous pupil progress meetings.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Safer Handling Training	Defend Solutions Training

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

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