

A Place to Flourish

“I have come that they may have life, and have it to the full” (John 10:10)



BLUNDESTON CEVC PRIMARY SCHOOL

Pupil Premium Strategy

Date of review/adoption	December 2022
Date of next review	December 2023
Notes	Written in accordance with the DfE Pupil Premium Strategy Statement template

Pupil Premium Strategy statement

This statement details our school's use of Pupil Premium funding (and Recovery Premium funding for the 2022/2023 academic year) 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.

School overview

Detail	Data
School name	Blundeston CEVC Primary School
Number of pupils in school	182
Proportion (%) of Pupil Premium eligible pupils	16.5%
Academic year/years that our current Pupil Premium Strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Helen Laflin (Headteacher)
Pupil Premium Lead	Craig Easterbrook (Deputy Headteacher)
Governor Lead	David Gallagher (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£41,550
Recovery Premium funding allocation this academic year	£4,350
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,900

Part A: Pupil Premium Strategy plan

Statement of intent

Our vision is for our school to be **“A Place to Flourish”**. This is based on John 10:10 when Jesus said ***“I have come that they may have life, and have it to the full”***. This is what we want for all of our pupils: to reach their potential, as God intended. We see flourishing in its broadest sense, and not just academically, as we understand that flourishing will mean different things, for different pupils, at different times.

We will consider the challenges faced by our pupils and families. These include children who have a social worker, are young carers, have suffered a bereavement or other trauma (this list is not exhaustive). The cost of living crisis has also had an impact on some of our families. The activity we have outlined in this statement is intended to support our whole school community, regardless of whether the children are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on evidence-based interventions, strategies and support. We recognise that this is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of our disadvantaged pupils.

Our long-term strategy is to guide our pupils, through an understanding of metacognition, to be conscious of their learning process, their strengths and weaknesses and then combine appropriate planning, monitoring and evaluation skills with the correct subject knowledge and cognitive resources.

Our approach will be responsive to common educational challenges and individual pupils' needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. To ensure they are effective, we will:

- ensure disadvantaged pupils are effectively challenged and supported in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that some of our children need support with their oral language skills and vocabulary development, particularly in the Early Years. Due to long waiting lists for external speech and language support, the school is working hard to provide this support.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils benefit from support with reading, specifically motivation, inference, retrieval and deduction skills, to ensure a positive impact on their development as readers.
3	Our internal assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the legacy of partial school closures due to the Covid-19 pandemic. These findings are supported by national studies and research.
4	Our assessments, observations and discussions with staff and pupils have identified that children in the school would benefit from showing increased resilience and problem-solving skills in the school. The school aims to integrate a school-wide philosophy of metacognition so that, in any given scenario, pupils feel that they have a range of steps they can take in order to help themselves and take ownership of their own learning.
5	Our attendance data indicates that persistent absence among disadvantaged pupils is proportionately higher than for non-disadvantaged pupils. We recognise that pupils need to be in school to ensure they make good progress.

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
Effective and timely support in place for pupils' oral language skills and vocabulary development,	Assessments and observations indicate significantly improved oral language skills and vocabulary development amongst pupils meaning, over time, less pupils require additional support. This will be evident when triangulated with other sources of evidence, including pupils' engagement in lessons, work scrutiny and ongoing formative assessment.

particularly in the Early Years.	
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected standard in reading at KS1 and KS2, with disadvantaged pupils achieving a positive progress measure at KS2.
To achieve and sustain improved wellbeing and mental health for all pupils in school, to counteract the impact of partial school closures due to the Covid-19 pandemic.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and Boxall Profile data; • a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
To achieve and sustain a conscious and strategy driven approach to pupils' metacognition and problem-solving across the curriculum, including in social situations.	<p>From 2024/2025:</p> <ul style="list-style-type: none"> • pupils are able to articulate a problem they are facing and reference a strategy they can use to tackle that problem; • pupils are able to use consistent whole-school language to articulate how they are trying to deal with problems independently and collaboratively; • pupils indicate through pupil surveys that they can articulate the strategies they would use in a given scenario; • staff surveys demonstrate increased confidence that pupils struggling with a challenge will have the skills to independently make an effective plan and find a way forward.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%; • the percentage of all pupils who are persistently absent being below 5% and the persistent attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.

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: £26,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed dialogic and oracy activities across the school curriculum, through the vehicle of embedding metacognition throughout the school. These skills will support pupils to articulate key ideas, consolidate understanding and extend vocabulary, whilst using these enhanced communication skills to verbalise an approach to problem-solving.</p> <p>We will purchase resources and fund ongoing teacher training, including release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>This further study on metacognition and self-regulation details the benefits to pupils in terms of becoming aware of specific strategies towards problem-solving across the curriculum and in life at large: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>For those pupils struggling with their speech and language skills in the formative stages of the school, programmes such as NELI and Speech Link will be employed as part of a wider focus on a communication and language approach.</p> <p>This approach is supported by the following progress evidence: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 2, 3, 4
<p>Enhancement of our teaching of reading in line with DfE and EEF guidance.</p> <p>We will fund release time for the English Subject Leader</p>	<p>The DfE non-statutory guidance has been produced, drawing on evidence-based approaches: The reading framework – Teaching the foundations of literacy</p>	1, 2, 3

<p>and teachers to embed key elements of guidance in school and to access CPD (including Norfolk LA Subject Leadership Briefings).</p> <p>For Reception and KS1 classes, the school is working hard to embed the DfE-approved Little Wandle reading programme. This programme provides evidence-based quality and consistency across the school. Building both speech and language skills from a young age, as well as a leading approach to early reading.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p> <p>Further evidence as to the significance of a robust and consistent approach can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Continue to develop the quality of social and emotional, and mental health, support and provision in school. This includes supporting the professional development of our Nurture and Pastoral Support Lead/ELSA and a whole school approach to emotional literacy.</p> <p>Approaches will be embedded into everyday practice and supported by professional development and training for staff.</p> <p>In addition to practices undertaken as standard across the school and in classrooms, the school provides a full Nurture unit aimed at helping pupils with a range of emotional and wellbeing need leading to a positive impact on the attendance and academic achievements of children being supported in this way.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Our Nurture and pastoral support have already become invaluable to the children and families at our school, with 62% of disadvantaged children and families having used this resource: https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>3, 4, 5</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in staff development and training in early speaking, listening, oracy and vocabulary skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
<p>Focused tutoring by a qualified teacher (existing member of school staff) across cohorts in the school.</p> <p>Pupils carefully identified through pupil progress data and discussions with staff.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4

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

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to offer wraparound care for children, including breakfast and after-school provision and sports clubs.	<p>DfE guidance cites that wraparound care can have a positive impact on children's outcomes.</p> <p>It states that this care can help to improve primary school children's academic performance and social skills.</p> <p>Also, among disadvantaged children, those who attended</p>	2, 3, 4, 5

	<p>after school clubs fared better than their peers who did not take part in such groups (they achieved, on average, a 2-point higher total score in their KS2 assessments in English, maths and science at the end of primary school).</p> <p>Wraparound and holiday childcare</p>	
<p>Embed principles of good practice set out in the DfE's recent attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	3, 5
Continue to subsidise the cost of school trips.	Support in funding trip costs to ensure pupil premium pupils have full access to the curriculum, including external school events and visits.	3, 4, 5
Continue to subsidise the cost of school uniform.	Support with uniform costs to enable pupil premium pupils to meet the uniform expectations set by the school.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £45,900

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2021/2022 academic year.

Our internal assessments during 2021/2022 show that the performance of our disadvantaged pupils in KS1 fluctuated across the core subjects with 33% achieving the expected standard in reading and writing, whilst 66% achieved the expected standard in maths.

These assessments also show that the performance of disadvantaged pupils in KS2 was positive (77.8% achieved the expected standard in reading, which was above the national average for non-disadvantaged and disadvantaged children in this subject, 66.6% in writing and 66.6% in maths). These outcomes represented a significant improvement in comparison to the previous year's KS2 disadvantaged data.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact in KS1, which disrupted all our subject areas to varying degrees (writing progress was particularly affected due to the nature of remote learning). As evidenced in schools across the country, school closure was most detrimental to disadvantaged pupils, as they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our KS2 pupils responded effectively to tutoring measures and additional support designed to help them close the statistical gap on their peers. Many of the pupils in this cohort, some of whom had joined from other schools since KS1, demonstrated the value of feeling secure and confident in their school environment.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the ongoing legacy of Covid-19 issues. We used Pupil Premium funding to maintain and continue to develop our nurture and pastoral support, as well as provide wellbeing and financial support for pupils and families, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- ensuring we have a qualified Emotional Literacy Support Assistant (ELSA) in school. Our Nurture and Pastoral Support Lead will complete this training with Educational Psychologists from Suffolk County Council. This training will enable the ELSA to support children in school. The programme includes supervision for the ELSA by fully qualified Educational Psychologists.
- providing training for all staff on emotional literacy so they are able to support pupils across the school, and the work of the school ELSA.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance and aspiration. These will include the planning of visits and visitors to support the school curriculum. Disadvantaged pupils will be encouraged and supported financially to participate.

Planning, implementation and evaluation

In planning our new Pupil Premium Strategy, staff read various publications about the effective use of Pupil Premium on improving outcomes for disadvantaged pupils (and not just those in receipt of Pupil Premium). One example is “Addressing Educational Disadvantage in Schools and Colleges” by Mark Rowland.

We triangulated evidence from multiple sources of data including assessments, engagement in class work scrutiny, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at reports and studies about effective use of Pupil Premium. We also looked at studies about the impact of the Covid-19 pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust monitoring framework in place for the duration of our 3 year approach and will continually evaluate the strategy and adjust our plan over time as required.