

Pupil premium strategy statement – Blofield 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	221 - December 2024
Proportion (%) of pupil premium eligible pupils	9% (20 children)
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)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Teresa Doggett Headteacher
Pupil premium lead	Teresa Doggett, Headteacher
Governor / Trustee lead	Paul Culley-Barber Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,250
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£8,342
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>	£38,592

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged pupils?

To ensure that all children eligible for the Pupil Premium Grant make academic and social progress across the school that is at least in line with their peers. We recognise that excellent teaching is a key component to enable schools to improve outcomes for disadvantaged pupils, we therefore offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if our pupils demonstrate readiness for learning, readiness for life and are given the chance to achieve the best results possible.

Current pupil premium strategy plan work towards achieving those objectives?

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all our pupils. By identifying key barriers to success for children and seeking to put in place pragmatic and effective solutions to overcome them, our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined above.

Key principles of our strategy plan?

Recognising that all children are unique individuals and that to best support them we must look at individual strengths, difficulties and characteristics and further to be able to offer support for emotional and mental wellbeing where needed.

Ensuring all pupils have access to High Quality Teaching and Learning.

Providing targeted academic support for pupils who are not making expected progress.

Addressing non-academic barriers to learning such as attendance, behaviour, mental health and adverse childhood experiences/trauma.

Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extra-curricular activities, school trips and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	There is a high coincidence of Special Educational Needs & Disabilities (SEND) and PP children across the school (40% compared with whole school SEND of 11%). This means that individualised SEND approaches are needed to accelerate progress for many of these children.
2	Numbers of children receiving PP are relatively low and their home contexts vary widely. There is a need for an individual approach for each child not just academically but also for their social and emotional wellbeing.
3	Some children, due to financial circumstances, are not able to access the opportunities provided for other pupils.
4	Some PP children have poorer vocabulary and lack general knowledge and this can impede their progress in both reading and writing.

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
Increase the rate of progress in Maths and English for disadvantaged children across the school.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in Maths and English.
Provide high quality and sustainable early intervention for children in early years, Key Stage 1 or Key Stage 2 with speech or language difficulties to allow all children to make good progress socially and academically.	All children with identified speech or language issues are given good quality support so that achievement data and 'soft indicators' show that progress is good.
Fill gaps caused by financial issues to allow all children to participate in extracurricular opportunities regardless of family income.	All children are able to access extracurricular activities and pupil voice interview and other 'soft indicators' show that they are happy and aspirational.
Provide support for children with their emotional wellbeing to allow them to enjoy school life and be successful and aspirational.	Pupil voice interview and other 'soft indicators' show that they are happy and aspirational. Attendance data is at least in line with the national average for disadvantaged children.

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: £ 9,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Testbase to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments. £330</p>	<p>Education Endowment Foundation (EEF) Mastery Learning. The impact of mastery learning approaches is an additional 5 months progress, on average, over the course of a year.</p>	1,2
<p>Accelerated Reader Accelerated reader provides tracking and ensures children choose appropriate books for their level. The quizzes ensure comprehension. £2,237</p>	<p>Education Endowment Foundation (EEF) Reading comprehension strategies focus on the learners' understanding of written text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 2020, Accelerated Reader received Digital Promise's Research-Based Design certification. 2016, the Council of Administrators of Special Education (CASE) endorsed Accelerated Reader is a "proven program" that boosts student achievement 2010 research review, National Dropout Prevention Center/Network found Accelerated Reader has "strong evidence of effectiveness."</p>	4
<p>VNET Education CIC membership. Curriculum Leader networks and Associations. Continuing Professional Developments courses £6,950</p>	<p>https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-developmentfor-teachers/ Extensive research has shown that improved quality of teaching is most effective in supporting all children, but will disproportionately benefit those with less support or access to educational resources at home.</p>	1,2, 4
<p>FFT Aspire Data analysis tool used to support identification of</p>	<p>EEF Small group tuition (+4 months progress, on average, over the course of a year)</p>	1,2, 4

pupils for small group support. £400	EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year) EEF Oral Language Intervention (+6 months progress, on average, over the course of a year)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths additional intervention and support across the school. Investment in Teaching Assistant provision enables targeted support, pre-teaching and specific interventions to take place e.g. 1stClass@Number, Talk Boost.	EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year) EEF Oral Language Intervention (+6 months progress, on average, over the course of a year)	1,2, 4

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

Budgeted cost: £ 13,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Play and Learning (OPAL) Primary Programme implemented to support the school's improvement through play to promote pupils' personal development, behaviour and welfare. Training of support staff to enable the programme to be implemented effectively. £180	DDF Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. (+4 months progress, on average, over the course of a year)	2
Midday Supervisory Assistant (MSA) to support pupils over the lunchtime period, to promote pupils' personal	DDF Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their	2

development behaviour and welfare. £1,608	self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. (+4 months progress, on average, over the course of a year)	
Emotional Literacy Support Assistant (ELSA) training utilised to support pupils appropriately. £720	DDF Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. (+4 months progress, on average, over the course of a year)	2
Learning resources e.g. additional books for the school library and Education Equipment and materials and membership of P.S.H.E. Association. £5,037	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	1,2,3,4
Financial support to access extra-curricular activities, school day trips, breakfast club and residential visits. £1000	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	3
CPOMS Online Management System for reporting concerns and incidents. It enables staff to take appropriate action if they have concerns over a pupil's safety or well-being and follow up in a timely manner. CPOMS ensures that all recording is first hand and is a holistic view of the child. £780	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	2
Benjamin Foundation practitioner employed to work with individual children. £4000	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	2

Total budgeted cost: £ 38,592

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 results for 2024 show that 20% of disadvantaged pupils at Blofield Primary School achieved the expected standard for combined Reading, Writing and Maths compared to the National figure of 45.8%. National data shows 18.1% of pupils achieved higher attainment in reading, 13% higher attainment in maths and 6.5% higher attainment in writing. For Blofield Primary School the corresponding figures are 20% reading, 0% maths and 0% writing. These percentages are based on low numbers of disadvantaged pupils at Blofield Primary School; the school continues to strive to improve outcomes for disadvantaged pupils. The strategies outlined above for the academic year 2024-25 are aimed to continue to improve academic outcomes for PP pupils.

We used pupil premium funding to continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2024-25.

The social emotional wellbeing of the children continues to be a significant area of focus. There is support for individual pupils from the Benjamin Foundation as well as the school's continued investment in their support staff by purchasing professional supervision for staff trained in the ELSA scheme. From the ELSA website:

“It (ELSA) was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.”

The children who have taken part in Benjamin Foundation sessions show increased confidence in talking about their feelings and any concerns about the child is dealt with promptly by school staff.

The school gained OPAL (Outdoor Play and Learning) Gold Award following assessment in November 2023. OPAL is continuing to develop and be enjoyed by children across the school. Resources have been refreshed to provide the children with different items to play with, to foster their imaginations and have something new to enjoy at break and lunchtimes. Staff have reported children's enthusiasm for the increased variety of lunchtime activities. The school is due to move to a new site in the Summer term 2025. The aim is to work towards Platinum Award for OPAL following that move.