

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	219 - December 2025
Proportion (%) of pupil premium eligible pupils	8.67% (19 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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Victoria Buxton Headteacher
Pupil premium lead	Victoria Buxton, Headteacher
Governor / Trustee lead	Paul Culley-Barber Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26770
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£10143.66
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>	£36913.66

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

At Blofield Primary School, our intent is to ensure that all children eligible for the Pupil Premium Grant make academic and social progress that is at least in line with their peers. We recognise that excellent teaching is central to improving outcomes for disadvantaged pupils; therefore, we provide an education that is challenging, inclusive, enjoyable, and knowledge rich.

We will have succeeded when our pupils demonstrate readiness for learning, readiness for life, and are given the opportunity to achieve the best possible outcomes.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to identify the most effective approaches for our pupils. By recognising the key barriers faced by individual children and implementing pragmatic, targeted solutions, we can support our children in the best way to achieve high outcomes.

Our approach is driven by ongoing diagnostic assessment and a clear understanding of the specific challenges our pupils face. We avoid assumptions about the impact of disadvantage and instead respond precisely to emerging needs. Our actions are designed to complement one another, forming a cohesive and impactful strategy that enables pupils to thrive.

Key principles of our strategy

We recognise that every child is a unique individual. To support them effectively, we consider their strengths, challenges, and personal characteristics, and ensure support for emotional and mental wellbeing is available where needed.

To ensure our strategy is effective, we will:

- **Ensure disadvantaged pupils are consistently challenged** through ambitious, well-sequenced learning.
- **Act early**, providing timely and targeted intervention as soon as need is identified.
- **Adopt a whole-school approach**, where all staff share responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve.

Our strategy focuses on:

- 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** such as attendance, behaviour, mental health, and adverse childhood experiences/trauma.
- **Working in partnership with parents** to ensure children have the resources they need for learning and the opportunity to participate in extra-curricular activities, school trips and residential visits.

This strategy reflects our commitment to providing every pupil with a high-quality education and to continually refining our practice so that disadvantaged pupils achieve exceptional outcomes.

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 (42% compared with whole school SEND of 16%). 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	Raising Academic Attainment in writing Over the last couple of years that has been a decline in writing standards across the school, including those receiving PP. Children are not being exposed to wider opportunities for writing or speaking.
5	Raising Academic Attainment in core skills – MTC There is a decline of children in receipt of PP not achieving as well as National disadvantage children. The number of children in receipt of PP are small amounts to it is important to focus on progress of individual children rather than percentages.

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 attainment in Maths and Writing 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 Writing.
Statutory outcomes are showing an increasing trend and in line or above National results.	All outcomes for children at various points are in line with National Expectations, regardless of PP status.
Provide high quality and sustainable early intervention for children in early years, Key Stage 1 or Key Stage 2 with speech and 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, be successful and aspirational.	Pupil voice interview and other 'soft indicators' show that they feel safe, happy and are 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: £ 8124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Testbase to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments. £415	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.	1,2, 5
Accelerated Reader Accelerated reader provides tracking and ensures children choose appropriate books for their level. The quizzes ensure comprehension. £2,684	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."	1,4
VNET Education CIC membership. Curriculum Leader networks and Associations.	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	1,2, 4, 5

Continuing Professional Developments courses £5025	support or access to educational resources at home.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6296

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 and pre-teaching.	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, 5

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

Budgeted cost: £ 22140

Activity	Evidence that supports this approach	Challenge number(s) addressed
TGMC whole school subscription TGMC is a research backed, multi-faceted platform and approach that supports schools to improve behaviour through systematic approaches to regulation, engagement and classroom management. £353.66		1,2,4,5
Outdoor Play and Learning (OPAL) Primary Programme implemented to support the school's	DDF Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their	2

<p>improvement through play to promote pupils' personal development, behaviour and welfare. Training of support staff to enable the programme to be implemented effectively. £180</p>	<p>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)</p>	
<p>Midday Supervisory Assistant (MSA) to support pupils over the lunchtime period, to promote pupils' personal development behaviour and welfare. £3616</p>	<p>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)</p>	2
<p>Emotional Literacy Support Assistant (ELSA) training utilised to support pupils appropriately. £720</p>	<p>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)</p>	1, 2, 3, 4, 5
<p>Learning resources e.g. additional books for the school library and Education Equipment and materials and membership of P.S.H.E. Association. £10321</p>	<p>EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)</p>	1,2,3,4
<p>Financial support to access extra-curricular activities, uniform, school day trips, breakfast club and residential visits. £1899</p>	<p>EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)</p>	3
<p>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.</p>	<p>EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)</p>	2

CPOMS ensures that all recording is first hand and is a holistic view of the child. £904		
Benjamin Foundation practitioner employed to work with individual children. £4500	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 2025 show that 25% of disadvantaged pupils at Blofield Primary School achieved the expected standard for combined Reading, Writing and Maths compared to the National figure of 69.6%. Outcomes for disadvantage pupils are below National, but this information needs to be treated with caution due to the very small cohort of pupils this applies to at Blofield. Disadvantage pupils performed best in Reading. The strategies outlined above for the academic year 2025-26 are aimed to continue to improve academic outcomes for all pupils, ensuring a tight focus on individual attainment, including those who are eligible for PP.

We used pupil premium funding to continue to provide wellbeing support for all pupils, including a whole school behaviour and well-being approach to ensure that children can learn in an environment where they feel safe and regulated to thrive. We use the time in school carefully and provide targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2025-26.

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."

In addition to this, the school are using training provided by the Virtual School to train staff in language for behaviour and emotion.

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

Opal update following move to the new site in April 2025.

Following the school's move to the new site, OPAL is having a phased relaunch, as not all areas of the outdoor environment are currently accessible to pupils. We will be working closely with the OPAL team throughout 2026 to ensure that, as different spaces become available, we continue to offer the best possible play opportunities

within our control. Our long-term aim remains to work towards achieving the OPAL Platinum Award once the full site is open and established.