

Pupil Premium Strategy

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 effect that last year's spending of pupil premium had within our school. **School overview**

Detail	Data
School name	Blanford Mere Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/24
Date this statement was published	February 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Kerry Crook
Pupil premium lead	Kerry Crook
Governor / Trustee lead	Jayne Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,095
Recovery premium funding allocation this academic year	£5,800 (this will be paid back)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,095

Part A: Pupil premium strategy plan

Statement of intent

At Blanford Mere Primary School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity.

Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on reading and phonics. Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our bespoke curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies.

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	Our monitoring indicates that many disadvantaged children starting at our school have no pre-school experience within a setting – language and vocabulary are limiting factors in progress amongst our disadvantaged pupils from Reception Year 6.

3	Rigorous monitoring suggests that disadvantaged pupils have greater difficulty with phonics than their peers – this impacts their reading development and skills.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
5	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a ‘cultural capital’ disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
6	Attendance of disadvantaged children is below other children and below the National average of 96.1%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils 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
To improved oral language and communication skills	Assessments (speech and language therapist reports, Welcomm, Reception baseline assessments, teacher assessments) and observations indicate significantly improved communication and oral language skills.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	Sustained high levels of wellbeing / mental health from 2022/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations. • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced, Safeguarding meetings, behaviour log etc. • Observations of children’s engagement in learning.
To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving ‘high standard’ at KS2	The % of disadvantaged pupils achieving GLD in PSED, Literacy and Maths is at least in line with all other areas <ul style="list-style-type: none"> • The gap in phonics attainment between disadvantaged pupils and other

	<p>pupils is closing and is below the national gap</p> <ul style="list-style-type: none"> • By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM. • A significant proportion of pupils achieve RWM combined at the end of KS2. • Quality of teaching across school is good or better
Improve cultural and childhood experience for all pupils across school.	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils</p>
The % of disadvantaged pupils	<p>Attendance for disadvantaged pupils is at least in line with national other</p> <ul style="list-style-type: none"> • Persistent absence is reduced for disadvantaged pupils. • Punctuality for disadvantaged pupils will be in-line with other pupils across school.

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 £22,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.	<p>Little Wandle scheme purchased and implemented throughout school, with a focus on rapid catch up for PP children that are not currently working at age related expectations.</p> <p>All staff have received full training of our new phonics programme Little Wandle, Letters ad Sounds Revised.</p> <p>All teaching assistants have also received additional training on the catch up 7+ programme for Little Wandle.</p> <p>Writing grids implemented and training for all staff.</p> <p>Members of SLT have been on multiple training sessions for developing maths mastery within school. This has included our school hosting the training for other schools.</p> <p>SLT have attended training for Girls and Maths.</p> <p>Teaching staff have received training sessions on maths readiness.</p> <p>TLR received by Vocabulary and writing lead.</p>	1,3,4

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

Budgeted cost: £ 30,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve listening, narrative and vocabulary	Oral language interventions – Welcomm and ‘Word of the Day’ have had a positive impact on pupils’ language	1

skills for disadvantaged pupils who have relatively low spoken language skills.	skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	All staff have received full training of our new phonics programme Little Wandle, Letters ad Sounds Revised. All teaching assistants have also received additional training on the catch up 7+ programme for Little Wandle. Writing grids implemented and training for all staff.	2,3

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

Budgeted cost: £ 13,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1: SendCo accreditation – Welcomm training</p> <p>1-Counsellor / play therapist, DSL team, 2- Curriculum focus on in resilience and mental health of pupils. EEF toolkit identifies that the following all have a positive impact. 3 -Experiences and visitors planned for all pupils across</p>	<p>EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)</p> <p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)</p>	

the year 4- Provide a wide range of extra-curricular activities,		
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Total budgeted cost: £ 66,794

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 2020 to 2021 academic year.

Year 6 PP

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Welcomm	Local Authority - SendCo