

Pupil Premium Strategy 2026/7

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	342 including Nursery
Proportion (%) of pupil premium eligible pupils	7.89%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/27 2027/28 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£49,030
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	£49,030

Part A: Pupil premium strategy plan

Statement of intent

At Blanford Mere Primary School, we have high expectations for all pupils and believe that, with high-quality teaching, strong pastoral support, effective engagement with parents and a personalised approach to meeting children's individual needs, every child can fulfil their academic, social and emotional potential. We are committed to **being the best that we can be**, ensuring that every child is supported and encouraged to flourish, develop confidence and achieve their aspirations.

Our school values of **self-belief, honesty, enjoyment, respect, determination and achievement** underpin everything we do. We strive to develop children who believe in themselves, are honest and respectful, enjoy learning, show determination in the face of challenge and take pride in their achievements. These values help our pupils to become confident, resilient and independent learners who are prepared to make a positive contribution to society.

Strong leadership ensures that Pupil Premium funding is allocated effectively each year to have the necessary impact across school. Our aim is for pupils to achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, whilst ensuring that they have equal access to the extended curriculum and enrichment opportunities. In doing so, we seek to remove barriers to learning and eradicate educational inequity.

Our current strategy supports these aims by ensuring that pupils receive high-quality teaching in all subjects, with a particular focus on reading and phonics. We recognise that strong literacy skills are fundamental to success across the curriculum and therefore provide targeted support where needed to ensure that all children can develop as confident and successful readers.

Embedded within our practice is the importance of cultural and arts opportunities in supporting the wider learning and development of disadvantaged pupils. These experiences enhance cultural capital, broaden children's horizons and remove barriers to accessing, understanding and engaging with the wider curriculum. Our bespoke curriculum provides children in receipt of Pupil Premium with opportunities to develop their **self-belief, enjoyment, determination and achievement**, enabling them to become confident, independent and successful learners who will thrive in later life.

Leaders also use Pupil Premium funding to create opportunities for children to develop resilience, perseverance and self-esteem through high-quality, targeted and bespoke pastoral care for children and families, alongside the effective deployment of external agencies. Through this holistic approach, we seek to ensure that every child feels

valued, respected and supported to overcome barriers, make progress and achieve their full potential.

Ultimately, our ambition is for every child at Blanford Mere Primary School to have the **self-belief, honesty, enjoyment, respect and determination** to succeed and to celebrate their **achievement**, whatever their starting point. We want every pupil to leave our school believing that they can **be the best that they can be**.

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 devices etc).
6	Attendance of disadvantaged children is below other children and below the National average of 94.8 to 94.9%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress. Overall attendance for all pupils 25 -26 – 95.7% Pupil Premium attendance for 25-26 – 92.1%

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
SDP Priority 1: To ensure that the curriculum is of a high quality and taught well. SDP Priority 3: Ensure provision meets needs of all learners. To increase the number of disadvantaged children working at ARE or above in Reading, Writing and Maths across school, including increasing the number of PP children successfully completing the Year 1 phonic screening and Year 2 re-check.	Increase the proportion of disadvantaged pupils working at ARE or above in Reading, Writing and Maths across the school. Reduce the attainment gap between disadvantaged pupils and their non-disadvantaged peers. Disadvantaged pupils make at least expected progress from their starting points in Reading, Writing and Maths. Pupil-level progress is monitored termly, with pupils identified as falling behind receiving timely, targeted support. Targeted interventions result in measurable improvements in attainment and/or progress for identified disadvantaged pupils. Teachers use assessment information effectively to identify gaps and adapt teaching to meet the needs of disadvantaged pupils. The percentage of disadvantaged pupils achieving ARE or above increases from the baseline, with specific year-group targets agreed and monitored.
SDP Priority 1: To ensure that the curriculum is of a high quality and taught well. SDP Priority 3: Ensure provision meets needs of all learners. 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.
SDP Governor Goal 2: To support the wellbeing and health of the school community. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil.	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.
SDP Priority 3: Ensure provision meets needs of all learners. Improve cultural and childhood experience for all pupils across school.	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
SDP Priority 1: To ensure that the curriculum is of a high quality and taught well. SDP Priority 3: Ensure provision meets needs of all learners. SDP Governor Goal 2: To support the wellbeing and health of the school community. To ensure that all disadvantaged pupils have access to a device in order to enhance their in school learning and extra-curricular learning and access to home learning materials	Children receiving Pupil Premium Funding have an allocated device for in school and out of school learning opportunities. Disadvantaged children are completing higher levels of home learning. Impact of additional home learning is supporting academic outcomes within school.
SDP Priority: Attendance & Behaviour: To ensure attendance is a high priority, monitored rigorously and leaders are proactive in identifying children at risk of being persistently absent and intervene swiftly. To close the gap between the % attendance for Pupil premium children and their peers, in line with National averages.	Attendance for disadvantaged pupils is at least in line with national and that of their peers. • 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 £16,536

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.	Assistant Headteacher appointed to provide specific learning and development for all staff for the teaching and learning of phonics, Reading, Writing and maths. TLR received by Vocabulary and writing lead. Additional resources purchased for the teaching and learning of Little Wandle Early reading/phonics & Year 2-6 fluency programme. Ipads purchased for Pupil Premium children to access home learning opportunities for Early reading, phonics, reading and maths.	1,3,4

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

Budgeted cost: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Targeted interventions daily in phonics, weekly in reading, writing and maths. Oral language interventions – Welcomm and ‘Word of the Day’ have had a positive impact on pupils’ language 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>	1

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	All new staff have received full training of our new phonics programme Little Wandle, Letters and Sounds Revised. All new teaching assistants have also received additional training on the catch up 7+ programme for Little Wandle.	2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1: Wellbeing Lead Accreditation, staff training and implementation of Wellbeing Strategy.	Wellbeing Lead to implement whole school training for all teaching and teaching support staff within school. Wellbeing lead to implement community coffee mornings, workshops to engage and support disadvantaged families. Disadvantaged children to be supported through technology both inside and outside of school with their Ipads. Age appropriate apps around wellbeing to be provided on devices. Nurture groups providing in school support for disadvantaged children including opportunities to enhance cultural capital and life experiences such as trips to attractions, cookery lessons and age appropriate activities.	5

Total budgeted cost: £ 51,036

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.

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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