

Pupil premium strategy statement – Blackwell 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	123
Proportion (%) of pupil premium eligible pupils	41%
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)	2025-2027
Date this statement was published	1 st November 2025
Date on which it will be reviewed	1 st November 2026
Statement authorised by	G. Gardner
Pupil premium lead	G. Gardner
Governor / Trustee lead	P.Bunning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£79,495

Part A: Pupil premium strategy plan

Statement of intent

At Blackwell we want :

- To Intervene early to prevent gaps from growing
- To narrow the gap of disadvantaged pupils gaining the expected level or above in GAPS, maths and pupils gaining an expected level in RWM to increase from the previous year.
- Pupils achieving higher APS in maths from the previous year.
- Pupils' self-esteem and attitudes towards learning are improved through Learn-to-learn skills and Blackwell values so that they can develop their independent learning skills better, which are embedded and at the heart of the Curriculum.
- Support pupils' mental health through wellbeing activities and enrichment extra-curricular sporting opportunities.

We aim to do this through:

- Ensuring that there is quality first teaching and learning and a graduated approach which meets the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed through targeted support.
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged we aim to do this through ensuring all disadvantaged, vulnerable children and those previously known to social care can access strategies to address their needs.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Ensure all pupils have access to sports coaching during the school day and through providing free after school sports clubs.
- Promoting wellbeing and mental health by creating a safe, nurturing and inclusive environment where all children feel valued, respected and supported to develop positive self-esteem, emotional resilience and healthy relationships.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved by providing high quality CPD.
- To allocate targeted intervention for each Year Group - providing small group work focussed on overcoming gaps in learning.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, precision teaching, Ready to Progress documents for maths.
- Additional teaching and learning opportunities provided through external agencies including Inclusion Support Team.
- Provide a wider curriculum for the disadvantaged through support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to enhance their learning in the classroom.
- Provide appropriate nurture support to support pupils in their emotional and social development.
- Provide opportunities for all pupils to participate in enrichment activities such as sports clubs

Challenges

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

Challenge number	Detail of challenge
1	56% of our pupils who have Special Educational Needs are also eligible for PP.
2	Internal and external assessments indicate that Disadvantaged pupils have lower attainment than non-disadvantaged pupils in GAPS and Maths.
3	Our assessments, observations and discussions with parents and pupils as well as external data indicate that Disadvantaged pupils have limited access to wider opportunities , such as sporting clubs due to multiple levels of deprivation. Microsoft Power BI
4	Internal and external assessments indicate that Disadvantaged pupils have lower GLD compared with non-disadvantaged peers in the EYFS. (EYFS GLD 2024 / 2025 Data)

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
All groups of learners will have every opportunity to narrow any gaps and make good progress in knowledge/skills across all subjects but particularly in GAPS & Maths.	Clear evidence that end of year outcomes are improved and in line with national expectations, verified through monitoring and swift interventions.
Improved attainment of pupils achieving expected by the end of KS2 in RWM.	End of Key stage data shows that disadvantaged pupils attainment is in line with national statistics.
Pupils self-esteem and attitudes towards learning are improved through Learn to learn skills and Blackwell values which are embedded and at the heart of the Curriculum. Evidence impact summary from the EEF 'Metacognition and Self-regulation' supports this. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	All pupils use Learning to Learn/characteristics of learning skills as part of their everyday approach to learning. Opportunities for well-being (physical and mental) are embedded through all subjects and is evident through monitoring/cohort profiling. The percentage of pupils access clubs and sporting events is similar to that of non – disadvantaged pupils.
To continue to review / monitor the attendance of all pupils especially disadvantaged pupils.	Absences are short and pupils return to school quickly.

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: £ 39,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund teacher release time to embed key elements of guidance in school and CPD.	EEF-Effective-Professional-Development-Guidance-Report.pdf EEF guidance to the best practices for teaching literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) EEF guidance suggests guidance and evidence informed literacy provision that improves outcomes for all pupils. And <i>'Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.'</i> Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) EEF guidance <i>'it is crucial, then, that we start early and make sure that all young people—regardless of background—have access to great mathematics teaching in the early years and at primary school.'</i> Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) EEF guidance is based on the best available evidence Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1 & 2
All groups of learners have every opportunity to make good progress in knowledge /skills across subjects. This will be done through quality first teaching and targeted support.	Teaching and Learning Toolkit EEF Evidence from EEF of the impact of small group tuition raising attainment by 5+ months- the evidence suggests that small groups can be better than 1:1 in some cases. Small group tuition EEF (educationendowmentfoundation.org.uk) Evidence from EEF suggests that 1:1 tuition can have an impact of 5+ months, providing intensive academic support One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 2

Teachers ensure that all pupils in EYFS and KS1 are given every opportunity to make good progress through communication and language, early literacy, parental engagement, social emotional learning strategies	Early Years Toolkit EEF - provides many approaches which used in school- eg communication and language, early literacy, parental engagement, social emotional learning strategies. Special Educational Needs in Mainstream Schools EEF Strong foundations in the first years of school - GOV.UK Best start in life: a research review for early years - GOV.UK Oral language interventions EEF - 6 months	4
Teachers plan wider opportunities, learning and “wow” experiences which are shared in advance with the children so that they want to attend school.	Promoting the next lessons increases attendance, see Improving school attendance (DFE). Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)	3

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

Budgeted cost: £ 20,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for pupils through high quality intervention, which are robustly monitored by the leadership team and Maths Hub support	Evidence from EEF of the impact of small group tuition raising attainment by at least 4+ months Small group tuition EEF (educationendowmentfoundation.org.uk) Selecting interventions tool.pdf Law et al Early Language Development final.pdf - confident communicators Review of SES and Science Learning in Formal Educational Settings.pdf – reasoning, cognitive load. Deployment of Teaching Assistants EEF Selecting interventions tool.pdf Teaching Assistant Interventions EEF – 4 to 6 months- Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes	1,2 & 4
Precision teaching	1:1 support can make a difference of 5+ months based on EEF research One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,& 4
Ensure pupils receive structured feedback and have	Importance of effective CDP- EEF research EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Effective practice by all staff members essential, EEF research	1,2 & 4

opportunities for overlearning.	New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF research suggest feedback from learning has a very high impact at a very low cost. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Assessment and feedback EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19280

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed principles of good practice set out in the DFE's working together to improve school attendance advice through: Send Coffee mornings at least each term, parents meetings, EYFS meetings, Transition workshops / visits	This document states why and how building strong and trusting relationships can help build barriers and increase attendance Working together to improve school attendance (applies from 19 August 2024) Working with Parents to Support Children's Learning EEF - effective parental engagement can lead to learning gains of +3 months over the course of a year. Getting your child ready to start school	1,2,3 & 4
Enhanced opportunities to participate in extra curricular clubs providing students with valuable opportunities to enhance overall wellbeing. Such as: -Outdoor learning for KS1 & KS2 pupils. -Weekly cooking for KS1 & KS2 -Extra curricular through KIXX -SMILERS project -Bolsover sports partnership; *inter school links *well being activities	Physical activity EEF - 2 months , important benefits in terms of health, wellbeing and physical development, extra-curricular sporting activities may increase pupil attendance - external staff might bring in additional expertise and capacity which could boost effectiveness. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. The potential benefits for children include positive changes in perceptions and attitudes about older people, increased self-confidence, and better behaviour in school, increased self-management skills and higher standardised reading test scores. (Dr D Hinchcliff 2018) Limited evidence but links to metacognition research. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) metacognition and self regulation has strong evidence that it is highly effective with very little cost with 7+months of additional progress	3

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Half price breakfast and after school club / funding for acute issues including punctuality and attendance	Magic Breakfast - trial EEF – 2 months additional progress (esp KS1) & improve classroom environments The impact of breakfast on learning in children - Family Action (family-action.org.uk) Based upon our experiences we have identified a need to set aside a small amount of funding to respond quickly to the needs which may not have yet been identified e.g.- food parcels	1,2,3 & 4

Total budgeted cost: £79,495]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of the disadvantaged pupils we compare their performance to the non-disadvantaged pupils alongside national statistics.

Data from test and assessments suggest that despite some strong individual performances the performance of the disadvantaged pupils is still below our expectations particularly in maths, GAPS and pupils achieving the expected standard in RWM throughout the school.

Our assessments and observations have shown that attainment in GAPS and maths for disadvantaged pupils is lower than their non disadvantaged peers. Due to the low figures of Disadvantaged pupils in Y6 in 2025 the percentages are difficult to compare.

Last year marked the end of the 3 year Strategy statement. The outcomes from the previous plan indicate that:

- *Attendance for disadvantaged pupils increased and is on a 3 year increase which was an area focussed on.

- *100% of disadvantaged pupils achieved their phonics screening check in 2025. Since the plan started this percentage of pupils passing the screening check increased.

- *At the end of KS1 pupils achieving the expected standard in reading is on a 3 year increase however in writing in maths this is not yet the case.

- *Pupils attitude and engagement in learning has improved, this has been seen through observations and pupil questionnaires.

- *Narrowing the gap from Disadvantaged to non-disadvantaged is still an area to work on and early identification / swift interventions to address barriers to learning is ongoing and a particular focus this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWInc.	RWInc.
TT Rockstars	Maths Circle
Evidence me	2 Simple
GL assessment	GL assessment
Beat Dyslexia	Beat Dyslexia
White Rose	White Rose

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A