

Pupil Premium Strategy Statement

Version 3 September 2021

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

Academy overview

Detail	Data
Academy name	Blackthorns Community Primary Academy
Number of pupils in the academy	207
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Neller, Principal
Pupil premium lead	Alison Burholt, Inclusion Leader

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,800
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,736 (covid catch up) £8,712 (PP)
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	£30,248

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by Education Endowment Foundation should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and for some developmental trauma resulting from early life experiences.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet 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 adopted and socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify 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 socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and re-sources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Wellbeing support by school learning mentor and outside therapist.
- Employment of Speech and Language Therapist.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1:1 support for some children.
- Additional teaching and learning opportunities provided by a qualified teacher.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Early developmental trauma experienced by some of our adopted pupils.
2	Behaviour regulation – repair of early trauma.
3	Narrowing the attainment gap across Reading, Writing, Maths and Science.
4	Poor communication, vocabulary and language skills

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
Increased engagement in lessons.	Teachers having a greater understanding of developmental trauma. Children more able to regulate their own behaviour and to participate more fully in lessons.
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths

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: £18,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Leader released from teaching commitments to support teaching staff to develop and extend high quality teaching across the school. £5,000	EEF guide to pupil premium – tiered approach – teaching is the top priority including CPD. Inclusion Leader released from teaching in the SSC to allow mentoring and coaching. In addition, to allow teaching staff to have release time to focus on Quality First Teaching strategies.	3

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-time intervention teacher appointed to deliver 1:1 and small group £5,300	EEF – Evidence consistently shows the positive impact of targeted academic support.	3

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

Budgeted cost:£11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding for our Academy's Learning Mentor. £6,100	EEF Teaching and Learning Toolkit Social and Emotional Learning (SEL) +4months We have identified that many of our Pupil Premium children have experienced trauma so can find it hard to regulate their behaviour. The Learning Mentor monitors attendance, provides individual 1:1 social and emotional intervention, checks in regular with children and families as well as working closely with class teachers to ensure that children are able to access their learning.	1

Your Space Therapies 1:1 Therapy for identified children. £3,600	EEF Teaching and Learning Toolkit Social and Emotional Learning (SEL) +4months Therapists are highly qualified counsellors or psychotherapists who specialise in child and adolescent emotional well-being. In primary schools, Your Space Therapies uses creative arts such as sand trays, clay, paints and puppets in order to engage and help children to explore and talk about their feelings.	1
Employment of a Speech and Language Therapist. £7,500	One barrier faced by disadvantaged pupils is poor oral language and communication skills (EEF Guide to Pupil Premium). EEF Teaching and Learning Toolkit Oral Language Interventions + 6 months	4
Provision for extra-curricular activities/school trips. £500	All pupils should have every opportunity to participate in extra curricular activities/trips especially if costs are a barrier to participation.	2
Access to online educational resources. £1,100	To support access to educational resources which have shown to increase pupil progress: Bug Club, EasyRead, Times Table Rockstars, Pink Cat Games.	3
Reading Books/Resources £1,148	To support wider access to educational resources.	23

Total budgeted cost: £ 30,248

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.

Our Pupil Survey indicated that 88% of PP children said they feel safe in school all of the time.

Work with the Learning Mentor has allowed children to fully engage in their lessons.

Our Learning Mentor called home and checked in regularly with parents during first lockdown and worked with parents to ensure attendance in school during second lockdown.

The Learning Mentor ensured children had the resources at home during lockdown by personally delivering books and resources.

Purchasing of Easy Read School subscription so children can access Easy read both in school and at home.

Purchase of Pink Cat Games – an online speech and Language intervention was purchased to allow children to work on speech sounds at both school and home.

Telephone contact/email support and Intervention delivered through Teams from the school's Speech and Language Therapist.

Wellbeing and academic support of children through direct 1:1 and group interventions from experienced intervention teachers.

Disadvantaged pupil progress scores for last academic year 2020-2021

Measure (Target Tracker data)	PP	PP (non-SSC)	All
Reading – 2 steps progress (Years 2-6)	55.6%	71.4%	79.1%
Writing – 2 steps progress (Years 2-6)	55.6%	71.4%	75.0%
Maths – 2 steps progress (Years 2-6)	55.6%	71.4%	75.7%

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
SEMH Intervention	Your Space Therapies
Easy Read	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchase of EasyRead Subscription
What was the impact of that spending on service pupil premium eligible pupils?	Pupil now making progress in reading and Easy Read now being introduced to other children across the school.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.