

# Pupil Premium Strategy Statement

December 2022

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 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	210
Proportion (%) of pupil premium eligible pupils	4.8% (including PLAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Marcus Still, Lead Principal
Pupil premium lead	Chris Jowett, Vice Principal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,550

## Part A: Pupil premium strategy plan - Statement of intent

It is our intention that all pupils who attend Blackthorns Community Primary Academy are able to access learning that will enable them to develop useful knowledge in all subject areas that will support good progress through education, with the aim of providing them with the means to pursue career opportunities in the future that will allow them to succeed in their chosen field. This aim holds true for all pupils attending our academy, and with this in mind we seek to put in place measures that will reduce potential disadvantage wherever we find it.

Decisions around use of Pupil Premium funding consider the context of the academy and the challenges faced by those within it. Research conducted by Education Endowment Foundation is 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 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 at Blackthorns to make progress that is at least in line with that of their peers, both within the academy and nationally.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### **We aim to do this through:**

- High quality teaching and learning opportunities that meet the needs of all the pupils.
- Appropriate provision 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 for free school meals. We allocate 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 resources, means that not all children receiving free school meals will be in receipt of 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 at times.

- Specialist provision within The Hive (our Specialist Support Centre).
- Additional teaching and learning opportunities provided by a qualified teacher.
- All of our work through the pupil premium will be aimed at accelerating progress, with the ultimate aim of children achieving at least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve age related expectations.
- Additional support for learning behaviours.
- Support payment where appropriate for extra-curricular activities, educational visits and residential experiences, ensuring children have equal opportunity of access and can apply these first-hand experiences to their learning in and beyond 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. 4 out of 10 children on the Pupil Premium register are adopted children. Each child presents different behaviours at school. Provision needs to be tailored to suit their emerging needs and support their positive experience within the school.
2	Behaviour regulation – repair of early trauma. Assessment, observation and discussion indicates that many of our disadvantaged learners find it difficult to regulate their own behaviour, with the consequence that they are unable to successfully access learning.
3	Narrowing the attainment gap across Reading, Writing, Maths and Science. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts their development as readers. The percentage of pupils achieving age related expectations for writing is nationally lower than Reading and Maths. This has been noted in particular since the partial closures of schools during the Covid-19 pandemic.
4	Poor communication, vocabulary and language skills are observed in many disadvantaged learners from Reception to Key Stage 2. This has been seen particularly in recent cohorts affected by the Covid-19 pandemic and the limited opportunities for socialisation and interaction before attending school. This is reflected in the percentage of pupils achieving GLD at the end of Reception in 2021-22 and we still need to provide ongoing support in this current year to this cohort and our current Reception cohort.

## 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
Disadvantaged pupils are able to engage with their learning during lessons.	Teachers having a greater understanding of developmental trauma. Children more able to regulate their own behaviour and to participate more fully in lessons.
Narrowing the attainment gap in Reading	Children identified as disadvantaged are making rapid progress in reading in line with or exceeding that of their peers, meaning that the attainment gap is narrowed over the course of their primary education.
Narrowing the attainment gap in Writing	Children identified as disadvantaged are making rapid progress in writing in line with or exceeding that of their peers, meaning that the attainment gap is narrowed over the course of their primary education.
Narrowing the attainment gap in Maths	Achieve national average progress scores in KS2 Maths.
Improved communication, vocabulary and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved communication, vocabulary and language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.

## 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: £ 1,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding continued phonics training for teachers and teaching assistants to ensure new starters are trained and to develop and extend high quality teaching across the school for existing staff. £1,950	<a href="#">EEF guide to pupil premium</a> – tiered approach – teaching is the top priority including CPD. <a href="#">EEF Teaching and Learning Toolkit Phonics</a> High impact +5months <a href="#">EEF project</a> on Read, Write, Inc. Phonics and Fresh Start	3, 4

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

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to deliver targeted interventions Cost £2,200	One barrier faced by disadvantaged pupils is poor oral language and communication skills ( <a href="#">EEF Guide to Pupil Premium</a> ). EEF Teaching and Learning Toolkit <a href="#">Oral Language Interventions</a> + 6 months	4

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

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding for our Academy's Learning Mentor. £6,200	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 regularly with children and families as well as working closely with class teachers to ensure that children are able to access their learning.	1, 2, 4
Your Space Therapies 1:1 Therapy for identified children. £3,600	EEF Teaching and Learning Toolkit <a href="#">Social and Emotional Learning (SEL)</a> <a href="#">+4months</a>  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, 2, 4
Purchase of books to support teaching of reading £200	<a href="#">EEF Teaching and Learning Toolkit Reading Comprehension Strategies</a> + 6 months Money allocated to purchase curriculum texts to support reading comprehension strategies taught by teachers and teaching assistants	3,4

Provision for extra-curricular activities/school trips/educational supplies £400	All pupils should have every opportunity to participate in extracurricular activities/trips especially if costs are a barrier to participation. These experiences are also key contributors to collaborative learning, which has a beneficial impact: <a href="#">EEF Teaching and Learning Toolkit – Collaborative learning approaches</a> +5months	1,2,3,4
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**Total budgeted cost: £14,550**



## 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 2021 to 2022 academic year.

Blackthorns has analysed the performance of the academy's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Last year's Pupil Premium cohort featured 7 pupils from across the school.

Our findings (from a small sample size) reveal that our Pupil Premium eligible child in last year's Year 6 cohort achieved Greater Depth (GDS) in Maths, Reading and Grammar, Punctuation & Spelling, while achieving the Expected Standard (EXS) in writing. They exceeded expected progress measures in Maths and Reading and made expected levels of progress in writing.

Our Pupil Premium eligible child in Year 1 achieved the required standard in the Year 1 Phonics Screening Check with a score of 39 out of 40.

Two further Pupil Premium eligible children within Key Stage 2 are on track to meet age-related expectations at the end of the Key Stage, while three further children, for whom there is a crossover of both Pupil Premium and SEN/D, are not currently on target to achieve this, yet are making some pleasing progress from their individual starting points.

Due to our small sample size of Pupil Premium children, there is little value in comparing the achievements and progress of our children in statutory assessments to those of Pupil Premium children nationally. However, we are mindful that there is a national focus on closing the gap between the achievements of Pupil Premium eligible children and those that are not eligible, so we will continue to utilise our Pupil Premium funding to achieve the best possible outcomes for our children.

Writing remains an area where there is work to be done and this is reflected in our school priorities and our commitment to training staff to deliver high quality phonics and spelling strategies to engage all.

Attendance among Pupil Premium eligible pupils was 95.5% compared to 96.6% across the whole academy. Our Pupil Premium eligible cohort's attendance was higher than the national figure for all children in primary school and we had no persistent absentees (attendance at 90% or lower) within our Pupil Premium cohort.

Challenges in relation to wellbeing and mental health of children remain significantly higher than in previous years and this has provided part of our rationale to continue with the good work we have done on making sure our pupils are in a position to be able to learn, by focusing on their good mental health. There has been an impact on disadvantaged pupils and this has been a considerable focus for the staff within the school.

We are confident that we are making headway towards achieving the outcomes that we set out to achieve by the end of 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

Writing has provided a challenge for pupils nationally and this is particularly evident in some of our disadvantaged pupils. We have made reading and writing a key part of our Raising Achievement Plan for the academy. We have identified with our challenge partner the need to make sure that all staff are trained in a consistent phonics approach that is embedded throughout the academy journey of our pupils. It is our intention to have a phonics approach that is reflected in our teaching of spelling and curriculum specific vocabulary, which will we hope provide a cohesive understanding for our disadvantaged learners, bringing as it will a strong sense of consistency.

We are monitoring the well-being, hopes and aspirations of our disadvantaged pupils alongside their feelings towards school and their learning and their interests that might help to unlock areas of success and motivation for them. Blackthorns aims every year for all of our disadvantaged children to be involved in enrichment activities that include sporting representation to ingrain a sense of healthy lifestyle. We monitor these activities through our use of Evolve. The academy also aims for all children to have held a position of responsibility within the school by the time they leave us and we are monitoring the uptake of these roles amongst our disadvantaged learners as well as prompting them to think about which role they might see themselves taking on in the future. We hope that this will promote resilience, independence, a sense of belonging and collaborative effort towards a common goal.

As a Trust, we are working on a collective set of values that will provide all pupils with a resonant credo to live and learn by. These values particularly reflect the approach that we have adopted when thinking about our disadvantaged learners. They are as follows: Achieving Ambitions, Working Together, Delivering Excellence and Nurturing Potential.