



# Blewbury Endowed C of E Primary School

*Nurture, Grow, Flourish*

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Blewbury CE Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	27% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/25 – 2026/27
Date this statement was published	November 2024
Date of this review	November 2025
Date of next review	July 2026
Statement authorised by	Jo Reeder - Headteacher
Pupil premium lead	Jo Reeder
Governor / Trustee lead	Ann Parham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,990 this year
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	£38,990 this year
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils-their social and emotional needs; whether they are supported by a social worker as part of a child protection plan or they are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in assessment and an understanding of a child's social and emotional needs. The approaches we have adopted complement each other to help pupils achieve and make progress.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	As a group, disadvantaged pupils have a range of distinct and unique needs (including SEN) which makes it harder to consistently address common issues

2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among majority of the disadvantaged pupils. This impacts negatively on their day-to-day learning in the other curriculum subjects as well
3	Some disadvantaged pupils struggle more socially and emotionally than their peers, affecting their readiness to access learning in school
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Pupil Premium children and their families do not all access the wider life of the school as fully as other families, often due to more difficult home circumstances.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need.	PPG-funded pupils who need social and emotional support receive well-planned and delivered intervention, specific to their area of need, which ensures that they make progress with these and are better able to learn within the classroom.
Pupil Premium children make progress and achieve in line with all pupils nationally and their peers in school, with a particular focus on writing.	Academic outcomes for disadvantaged pupils will improve in writing and make good progress (as seen in progress data and books) throughout the year.
Curriculum provision acknowledges the importance of 'social capital' for all pupils. Pupil Premium-funded children are supported to access the full range of school activities which are available to their peers, including residential trips, after-school clubs and any music or sports tuition which will allow them to flourish.	Dependent on activity, but including all PPG-funded children to attend all trips and residential, and an increase in the number of PPG-funded children taking part in staff-run after-school clubs.

## 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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff training to ensure the most effective strategies to support pupils entitled to PPG funding are embedded in Quality First Teaching	<p>Quality First Teaching for all pupils remains a key strategy used to continue to improve learning and outcomes for children entitled to Pupil Premium funding. To continue to drive improvements in teaching, staff training in 2024-25 will focus on:</p> <ul style="list-style-type: none"> <li>retrieval practice</li> </ul> <p><a href="#">EEF research on retrieval practise</a></p> <ul style="list-style-type: none"> <li>Regular reading and ensuring Rocket Phonics scheme <a href="#">DfE validated Systematic Synthetic Phonics programme</a> continues to be delivered consistently, including as an intervention and for pupils in Key Stage Two, to ensure this supports all pupils, with a particular focus on the lowest 20% of readers and those entitled to Pupil Premium funding;</li> <li>Embedding the rewritten (summer 23) curriculum for Writing, ensuring it builds skills progressively and systematically and so supports pupils to apply their knowledge and understanding more automatically</li> <li>Developing strategies to teach grammar <a href="https://educationendowmentfoundation.org.uk/reading-house/grammar-and-syntax">https://educationendowmentfoundation.org.uk/reading-house/grammar-and-syntax</a></li> <li>Effective implementation of the non-core curriculum through subject-specific training, including that related to ensuring bought-in schemes are delivered effectively.</li> </ul>	1, 2, 4
Purchase a range of inclusive, diverse, high interest books for the library.	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment <a href="https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</a></p>	1, 4
Improve the quality of social and emotional (SEL) learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Zones of Regulation will be embedded into routine educational practices and supported by professional development and training for staff.</p>	1, 3

Ongoing work to ensure the wider curriculum is planned and taught to the highest possible standard will consider how children eligible for Pupil Premium funding are supported to access all subjects.	Due to updating the structure and content of non-core subjects in summer 2024, subject leaders will closely monitor planning and teaching of the non-core curriculum to ensure this prioritises the needs of children entitled to Pupil Premium funding. Subject Leaders will consider how pupils eligible for Pupil Premium funding are supported to access their curriculum areas as fully as possible when considering the intent – implementation – impact of their subject, sharing any necessary changes with class teachers as appropriate.	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to deliver range of structured and bespoke interventions with a particular focus on 'keep up, not catch up'.	<a href="https://assets.publishing.service.gov.uk/government">https://assets.publishing.service.gov.uk/government</a> TAs who are deployed effectively assist in moving children forward with their learning, so they keep up with the pace of the curriculum being delivered to all pupils in all subject areas. As such, there is a continued expectations that teaching assistants have dedicated, timetabled time to deliver Keep Up support – as far as possible on the same day as the teaching.	1, 3
Phonics and literacy support, including increased opportunities for reading to an adult.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) and spelling, particularly for disadvantaged pupils. Regular reading with an adult will help to increase fluency and comprehension, through explicit teaching of strategies, alongside whole class guided reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 4
Purchase of a programme (Wellcomm) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 2

MyLexia intervention to be used to support Reading and Spelling for all pupils entitled to PPG funding.	This intervention is based on close, ongoing formative assessment of pupil's strengths and next steps, ensuring any small gaps are closed.	1, 2, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional spaces in school created and resources for pupils with additional needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Support for financial burden of schooling Funding assigned to ensure that all PPG-funded pupils can access the full range of extracurricular opportunities offered by school	School has identified financial difficulties in particular areas. Our package supports uniform costs, trip costs and provides some ad-hoc childcare reflecting the family needs identified.	5

**Total budgeted cost:** £38,990

## 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 **2024 to 2025** academic year.

Progress against intended outcomes:

#### **Improved oral language skills and vocabulary among disadvantaged pupils**

We are continuing to embed oracy across the school. Monitoring shows that classrooms are language rich environments, with working walls used to develop vocabulary, including where we have teaching staff new to the school. 'Big Six' vocabulary for each year group is written into subject progression documents to aid teacher planning and ensure there is a consistent culture of ambitious language.

During Maths learning walks in October, in all 4 classes there was evidence of pupils being encouraged to extend their answers such as using 'because' or use and complete stem sentences.

In EYFS, 70% of pupils (7/10) achieved the Early Learning goal for Speaking with 50% of disadvantaged pupils (1/2) achieving this. 1 pupil in the class had an EHCP and is non-verbal. 1 is on the waiting list for speech and language therapy and receives daily intervention 'Talk Time'.

#### **Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need.**

We have continued to embed the lunch time nurture group to support pupils who need support during unstructured times, which ensures a more positive transition into and out of, lunch times. It supports key pupils to play alongside peers, with modelled turn taking games.

A newly created Sow and Grow intervention supported 10 pupils across the year. It offered individual support depending on pupil need such as social skills, confidence, regulation, sharing. It was informed by learning plans/EHCPs and provision was adapted over time.

*"Because staff understand pupils' learning requirements well, they carefully adapt resources and plan accordingly to meet individual needs. As a result, pupils, including those with special educational needs and/or disabilities (SEND), make progress. 'Sow and grow' interventions provide practical, hands-on learning activities. Consequently, pupils enjoy school and attendance is high."* Siams May 2025

We use a strengths and difficulties questionnaire (SDQs) to track pupils with an SEMH need. 15 pupils were tracked from September to July. The break down in range of their starting points was as follows: Average difficulties - 4 pupils; Slightly raised difficulties - 2 pupils; High difficulties - 5 pupils; very high difficulties - 4 pupils. 87% (13/15) had a reduction in their overall difficulties score.

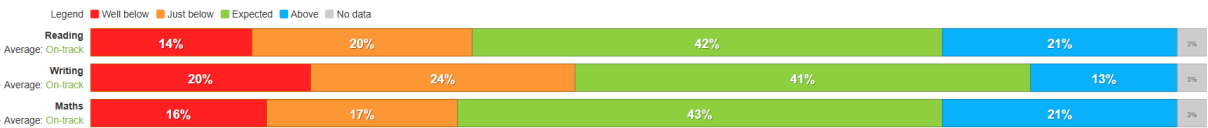
**Pupil Premium children make progress and achieve in line with all pupils nationally and their peers in school, with a particular focus on writing.**

Phonics, reading and MyLexia interventions continued to take place across the academic year. We have analysed the performance of our school’s disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

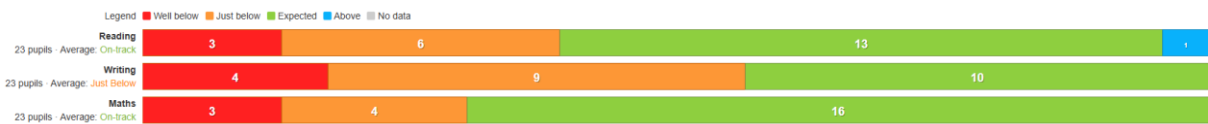
75% of Year 1 pupils made the expected standard in the Phonics Screening Check, with 75% (3/4) of disadvantaged pupils meeting the standard.

**End of year outcomes**

**All pupils:**



**Pupils entitled to Pupil Premium:**



At the end of KS2, 64% of pupils met the expected standard in Writing. 75% of disadvantaged pupils (3/4) met the expected standard in Writing (the 1 pupil who did not meet was also on the SEND register).

**Curriculum provision acknowledges the importance of ‘social capital’ for all pupils. Pupil Premium-funded children are supported to access the full range of school activities which are available to their peers, including residential trips, after-school clubs and any music or sports tuition which will allow them to flourish.**

We specifically supported all 4 disadvantaged pupils, and 1 other, in Year 6 to be able to attend the summer residential.

100% of Pupil Premium pupils across the school attended school trips and experiences, including Ashmolean Museum, Pantomime and Cotswold Wildlife Park.

44% of Pupil Premium pupils in the school took part in at least 1 extra-curricular club last academic year.

We continued to offer lunch time clubs for pupils that use OCC transport, so that they could access extra-curriculum enrichment, including choir, gardening club, football and board games.

**Total Spend: £40,390**



## 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
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