

Pupil premium strategy statement

School overview

Metric	Data
School name	Blackwell First School
Pupils in school	152
Proportion of disadvantaged pupils	8
Pupil premium allocation this academic year	£13,690.00
Academic year or years covered by statement	2019-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Blackwell First School Governing Body- Deborah Wilson
Pupil premium lead	Anna Moss
Governor lead	Deborah Wilson

Disadvantaged pupil progress scores for last academic year

Measure	Score (% meeting NE) Not available due to COVID-19
Reading	Internal measures- 100% Y2 (1 chd)
Writing	Internal measures- 100% Y2 (1 chd)
Maths	Internal measures- 100% Y2 (1 chd)

Strategy aims for disadvantaged pupils for Y2 in 2021- **there are no relevant disadvantaged children in this year group for 2021**

Measure	Score (% meeting NE)
Meeting expected standard at KS1 (no Y6)	n/a
Achieving high standard at KS1 (no Y6)	n/a
Measure	Activity
Priority 1	n/a
Priority 2	n/a
Barriers to learning these priorities address	n/a
Projected spending	n/a

Teaching priorities for current academic year across the school

Aim	Target % at NE	Target date
Reading	57% (of 7 chd)	July 2021
Writing	43% (of 7 chd)	July 2021
Mathematics	57% (of 7 chd)	July 2021
Phonics- Y1 test	33% (of 3 chd)	July 2021
PSED/PSHE – meeting individual targets	86% (of 7 chd)	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Close the gap for reading for all children with a disadvantage	Daily reading Precision teaching Key word intervention Phonic intervention Elklan language intervention Wellcomm intervention Pre teaching
Priority 2 Ensure attitudes to learning are strong following a return to school during COVID-19	Time to Talk intervention PSED programmes supporting Continuous Provision in EYs Home and school liaison Recovery curriculum planned and delivered during Summer-Autumn 2020 Lego therapy
Barriers to learning these priorities address	<ul style="list-style-type: none"> Gaps in phonic knowledge Gaps in vocabulary and receptive and expressive language Emotional development, including ability to regulate as a result of attachment difficulties
Projected spending	£13,690 and additional funding through EHCP funding and notional SEND budget

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	COVID-19 has widened the gap for learners and the whole school curriculum has to	Recovery curriculum is planned to support the emotional and

	address these gaps in basic skills	educational needs of these children
Targeted support	Reduction in intervention time due to logistics of COVID-19 restrictive measures	Use COVID-19 catch up fund to employ additional staff to enable intervention to be prioritised
Wider strategies	Closing the widened gap and family awareness	Released SENDco 0.5 to support families, met with them to engage with home learning opportunities and work with Educational Psychologist

Review: last year's aims and outcomes

Aim	Outcome
Close the gap in phonics at Y1	0% on track (1 child). This child does not use phonics as his primary reading strategy and is using a different reading programme to develop sight vocabulary.
Close the gap in reading at Y2	Internal data shows 100% on track for NE at Year 2 (1 child)
Support children's emotional needs and attitudes to learning	100% of children attending school above 95% pre COVID Engagement is high as evidenced in lesson observations and learning walks and through close working relationships with families