

Pupil premium strategy statement

This statement details our school'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. This template is provided by the DfE.

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 | Blackwell First School |
| Number of pupils in school | 152 |
| Proportion (%) of pupil premium eligible pupils | 4.6% (7 chd) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 (-2024) |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Anna Moss |
| Governor / Trustee lead | Debbie Wilson |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £12,690.00 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £14,690.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our strategy intends to support the identified children in order to enable them to make accelerated progress in the targeted areas of support and to close any gaps between these children and other peers. Our targeted work predominantly supports children with social and emotional difficulties, including attachment disorders resulting from experiences as LAC. We, therefore, focus on interventions to support these areas and the children's readiness to learn.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social and emotional needs of the children- the large majority of our children have challenges relating from experiences as LAC |
| 2 | Reading below national expectations – for children who are not keeping up with national expectations, we target additional intervention towards this group |
| 3 | Attitudes to learning – for children to gain a love of learning and develop positive attitudes, we support them additionally |

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 |
|---|--|
| Ensure all children are included into a broad and balanced curriculum | Behaviour monitoring and learning walks show good levels of engagement and 0 FTE |
| Close the gap for reading for all children with a disadvantage | Data targets met |
| Ensure attitudes to learning are strong | Data targets met Monitoring evidences strong attitudes consistently across the school |

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: This has been budgeted through the school's CPD budget but supports PPM.

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

Budgeted cost: in excess of £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Little Wandle phonic intervention support | DfE validated phonic programme | 2 |
| Precision teaching | EEF/ EP recommendation | 2 |
| Key word intervention | EEF/ EP recommendation | 2 |
| ELKLAN language intervention | EP recommendation | 2 |
| Wellcomm intervention | EP recommendation | 2 |
| Pre teaching | EEF/ EP recommendation | 2 |

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

Budgeted cost: in excess of £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Time to Talk intervention | EP recommendation | 1,3 |
| PSED programmes supporting Continuous Provision in EYs | EEF/ EP recommendation | 1,3 |
| Home School liaison | EP recommendation | 1,3 |
| Lego therapy | EP recommendation | 1,3 |

Total budgeted cost: £ 15,000, supported additionally from notional SEND budget

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.

There were no external assessment measures in 2020-21 due to COVID-19.

Internal assessments evidence strong progress for children eligible for Pupil Premium in the target areas across the school. Internal data is available and progress towards Individual Provision Maps evidences the impact of the school's provision.

Externally provided programmes

| Programme | Provider |
|------------------------------|----------|
| ELKLAN language intervention | ELKLAN |
| WELLCOMM | WELLCOMM |