

*/-Pupil premium strategy statement

Blackfordby St Margaret's C of E Primary School

2025 - 2028

This statement details our school's use of pupil 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 impact upon our disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	17.4% -15 children
Academic year/years that our current pupil premium strategy plan covers	2025-2026; 2026-2027; 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Alison Benson
Pupil premium lead	Alison Benson
Governor / Trustee lead	Dave Ellison-Lee (as delegated by the Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,590
Recovery premium funding allocation this academic year	£N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Total Budget for this academic year	£38,590
If your school is an academy in a Trust that pools this funding, state the amount available to your school this academic year.	£24,312

Part A: Pupil premium strategy plan

Statement of intent

Aims: PP attainment to be level with non-PP attainment

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

At Blackfordby St Margaret's CE Primary we are committed to ensuring that every pupil receives a high-quality education that enables them to become active, responsible members of society. We recognise that disadvantaged pupils may face a range of barriers that can affect their learning and overall development. Our Pupil Premium strategy is designed to remove these barriers by providing targeted support that promotes strong academic progress, emotional resilience and positive wellbeing. We are equally committed to offering enrichment opportunities that help pupils grow into confident, well-rounded individuals who are fully prepared for each stage of their education.

In developing this strategy, we have considered the challenges faced by all vulnerable groups, including pupils who are looked after, those with a social worker, and service children. This document outlines how Pupil Premium funding—allocated in addition to the school's core budget—will be used to reduce inequalities between pupils eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that support is precisely matched to need.

Our overarching aim is for the attainment of pupils eligible for the Pupil Premium to be in line with that of non-Pupil Premium pupils.

Funding is allocated across three strategic strands:

1. **Improving the quality of teaching** – including high-quality professional development.
2. **Targeted academic support** – such as individual, paired or small-group tuition.
3. **Wider strategies** – including access to enrichment and extra-curricular activities.

Key Principles

Teacher Development and High-Quality Teaching

We recognise that the most significant factor in securing strong outcomes for all pupils is high-quality teaching. We therefore prioritise sustained, evidence-informed professional development, including centralised CPD, instructional coaching, and the development of high-quality curriculum resources. Strengthening teachers' subject knowledge and pedagogy ensures that Pupil Premium spending has the greatest

possible impact on achievement. This approach not only supports disadvantaged pupils but also enhances outcomes for all learners.

Targeted Support and Monitoring

We will ensure that the needs of socially disadvantaged pupils are carefully assessed, and that appropriate support is put in place. Attainment, progress, and emotional and social wellbeing will be closely monitored so that we can evaluate the impact of our provision and adjust it as necessary.

Broader Opportunities and Enrichment

We are committed to ensuring that no pupil misses out on valuable experiences that enrich learning and build confidence. Pupils will have opportunities to broaden their horizons, develop life skills, and interact socially with a wider range of peers. These experiences are central to fostering wellbeing and supporting pupils' personal development

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum
2	Gaps in learning including historical gaps
3	Variability in the effectiveness of teaching over time
4	Historical lack of achievements in phonics
5	50% of our disadvantaged pupils have high levels of persistent absence and low school attendance
6	High levels of emotional and poor mental health
7	30% of disadvantaged pupils have recognised SEND needs

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time.
All pupils have a strong start within school, with high quality teaching and development of language	GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally
Consistent high quality teaching of phonics and early reading skills will ensure strong phonics/reading outcomes for pupils in the lower school	Pupils achieve in line with non-disadvantaged pupils nationally in the Phonics Screening Check and in the Reading Early Learning Goal
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Disadvantaged pupils rates of attendance increase	Disadvantaged pupils attend at the same levels as their non-disadvantaged peers

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: 27% of PP funding pooled centrally - £14,278.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK - Sutton Trust</p>	<p>1-3</p>
<p>Provide instructional coaching for all teachers, delivered by experienced trained staff</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert. The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work - EEF</p> <p>What is Instructional Coaching - Ambition Institute</p>	<p>3</p>

<p>Engagement in Voice 21 Oracy programme to support high- quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review - Evidence Based Education</p>	
<p>CPD for teachers and classroom led support staff with Sounds write Phonics</p>	<p>Teachers are skilled in delivering quality phonics lessons. Teaching assistants are confident in the teaching of phonics and leading phonics intervention.</p>	4
<p>Support staff to access a programme of strong, sustained CPD</p> <ul style="list-style-type: none"> • focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads. • Focus on evidence-led interventions, eg. Precision teach approach 		1-4, 6, 7

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

Budgeted cost: £20,409.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training of 2 adults. Phonics update training for all staff teaching phonics in class and interventions £3,080	To support the teaching and learning of phonics scheme and ensure the scheme's fidelity. Ensures the accurate identification of gaps in knowledge which is quickly addressed	1-4, 7
Targeted academic support Intervention and precision teaching for phonics, reading and writing £10,593.60	EEF - Closing the attainment gap: key lessons learned Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment	1 – 4, 7
Targeted academic support in KS2 to provide 1-1 or small group intervention and support for spelling, reading, writing and maths. £6736	EEF - Closing the attainment gap: key lessons learned Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment	1-4, 7

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

Budgeted cost: £3,902.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Emotional support – Individualised support for children weekly who need emotional support. – A & D Inclusion</p> <p>£3002.40</p>	<p>Being physically active encourages children to have good levels of confidence and self- esteem. Participation in artistic and creative activities has been shown to improve outcomes in English, Maths and Science – particularly for younger children.</p>	<p>6</p>
<p>Breakfast clubs – Breakfast club to support attendance and children having breakfast before school. Free for PP children.</p> <p>£300</p>	<p>Use of breakfast club allows families more flexibility to ensure children can be brought to school earlier and be on time.</p> <p>The attendance of PP children was below National last year.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=writing</p>	<p>5</p>

<p>Provision of a wider range of experiences in school to help enhance learning and develop their knowledge and understanding of the wider world.</p> <p>Trips and other voluntary contributions will be paid for by school to ensure PP children can have full access to developing cultural capital. £200</p> <p>After school clubs to be tracked to ensure planning is focused on the needs of PP children that attend Children have school uniform and PE kit £300</p>	<p>Developing opportunities to develop cultural capital in the classroom and after-school clubs.</p> <p>The EEF have reported that social and emotional learning can allow for an extra 4 months learning. A huge amount of 'social' time is at lunch time. This will be especially important since the Covid pandemic.</p> <p>EEF say that enriching education has intrinsic benefits. Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Being physically active encourages children to have good levels of confidence and self-esteem. Participation in artistic and creative activities has been shown to improve outcomes in English, Maths and Science – particularly for younger children.</p>	6
<p>Support pupils by providing uniform/PE kit</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Providing pupils with uniform when needed fosters a climate of belonging.</p>	5, 6

Education welfare support - £100	Children monitored to ensure attendance is the best it can be.	1 -6
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Total budgeted cost: £ 24,312

Additional cost from funding will be taken from the school 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.

A programme of CPD with a strong emphasis on teaching and learning was developed and delivered in line with the support of the Trust Teaching and Learning Leads. This approach saw the development of an internal school teaching and learning lead to further enhance the quality of leadership for teaching and learning on a day-to-day basis. Evidence from learning walks and instructional coaching programme saw improvements in day-to-day practice as evidence in T&L reviews. Further development in the next academic year will ensure consistency in the delivery of practice. Strong The CPD progress will be extended to include development of learning support assistants.

The introduction of a new phonics scheme to ensure high quality teaching of early reading along with training had a positive impact.

Targeted academic support in the form of interventions have had a role in raising attainment in reading for identified pupils.

Emotional personalised support provided the necessary safe space for pupils to focus on managing their needs through a creative manner

2024-2025 outcome summary:

86% of pupils eligible for PP were mid year transfers which had an impact upon outcomes for pupils as were not able to receive the full impact of this pupil premium strategy.

50% of PP eligible pupils achieved a good level of development.

50% of PP pupils passed the Y1 phonics screening check.

20% of pupils of PP pupils achieved the expected standard in Reading, Writing and Maths. 60% of PP pupils achieved expected in Reading, 20% in Maths and 40% in writing.

The school benefitted from the support of the trust's attendance officer to improve its monitoring of attendance.

2024-2025 Attendance Summary:

PP eligible pupils had overall attendance of 86.1% which was 8.1% lower than those not eligible for PP.(94.2%).
 The drive will be to close the overall attendance gaps and ensure attendance support measures are identified by the school have impact to reduce this gap.

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