



Pupil Premium Report 2024 - 2027 Including year 2 review.

Pupil premium strategy statement

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 subsequent years and the effect of the previous spending of pupil premium had within our school.

The Government funding is set out under three tiers:	Our overview <i>“High quality teaching: Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.” EEF (Sept’ 25)</i>
Developing high-quality teaching, for example through professional development and recruitment and retention	We hold high-quality teaching in the highest regard, recruiting all staff with a genuine passion to ensure the very best educational for our pupils with individualised knowledge and approaches to all pupils especially to those disadvantaged. Our staff created the curriculum and retention is high – therefore ensuring consistent and embedded provision. There is a Blisworth teaching pedagogy with a high focus on increasing support and feedback to disadvantaged pupils in lessons to give them the very best start in life.
Providing targeted academic support, such as one-to-one or small group tuition	Targeted academic support features in all core sessions with an additional adult providing feedback and class tuition to ensure that children keep up and avoid the need for catch up. We provide dyslexia group teaching in addition to this to reduce barriers for identified pupils including disadvantaged pupils. School research shows that children do their best when teachers revisit any gaps or misconceptions in pupils alongside our curriculum rather than simply using full interventions that broadly address catching up.
Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing	Support plans are written and shared with parents for pupils that are Send including disadvantaged pupils. Pupils that do not have send but are disadvantaged may also receive individual and group support. Staff have individualised knowledge of each child with high awareness of disadvantaged children. We keep a risk matrix to identify those more vulnerable to slowing progress.

School overview	Data
School name	Blisworth Community Primary School
Number of pupils in school	(At census) 170
Proportion (%) of pupil premium eligible pupils	(At census) 13 - Funding given with reduce for 27-28 - 26-27 – 12 pupils predicted but with policy change, numbers are still increasing from low points at publication window and are currently lower.
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was first published	Autumn 2024
Date on which it will be reviewed	Annual reviews from publication with the HT and named Governor and at regular intervals and reported to the FGB.
Statement authorised by	Leah Jenkins
Pupil premium lead	Leah Jenkins supported by SLT.
Governor lead	Sue Cox

Funding overview	Amount
Pupil premium funding allocation the academic year 2026- 2027Sept - April	Projection: £18,341 tbc following the census and changes to funding classifications
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

We recognise the impact on disadvantaged pupils from the pandemic does remain and has an impact particularly in the case of some age groups and the development point there were at during it.

Research into educational and social interruption demonstrates that this concern should still be considered in terms of gaps for social and academic development points. Further, the pandemic has increased lost learning to disadvantage pupils globally and whilst disasters are indiscriminate, academic research demonstrates that the loss for these pupils is significantly greater. During the pandemic itself, our pupil premium lead undertook Masters level research into the impact of the pandemic on education for all pupils and specifically disadvantaged. She also examined recovery curriculums and understanding from disasters that interrupted learning globally to design the return to school in September 2020 and to continue this knowledge given that pupils at different ages still have residual impact. There is a majority consensus amongst the media, the Government, research groups and the teaching profession that pupils' learning has been severely impacted (EEF,2020a; NEU2020a; Roberts,2020). The shared view is that disadvantaged children are seeing an increase in the void of the achievement gap, with some estimates predicting anything between a 10% and 75% differential (EEF,2020a). Combining and building upon this information, DELVE note that the exact amount of learning lost is unknown and that those from low socio-economic families are extremely likely to have lost the most (DELVE,2020). Whilst many disasters are considered indiscriminate, once the initial event has taken place, less affluent people are likely to suffer the long-term impact much more greatly (Fothergill&Peek,2003). It is also known that any disaster that interrupts learning serves to create a greater divide still for disadvantaged pupils as compared to their peers (Stuart et al.,2013).

We also recognise that the quality of the whole curriculum, teaching pedagogy and assessment for all following the pandemic needs to be high quality and have mid-term developments and adjustments to meet the changing or emerging needs of all and specifically pupil premium children. Catch up programmes alone are unlikely to close the gap (EEF,2020a). We are fully committed to a broad and balanced curriculum and all staff are trained in targeting pupil premium children to accelerate their learning in lessons. School research and learning walks demonstrate that this is effectively embedded into our school culture.

The quality of the whole curriculum and broad experiences, therefore, is a vital part of pupils, including disadvantaged, being successful following the pandemic and in more general terms now as it becomes a more distant issue - our staff are fully committed to this. (EEF 2020b, Arts/ PE; Steiner teachings).

Review of the previous pupil premium strategy and new strategy implemented

The leadership team that took over the school in September 2020 fully reshaped the school's approach to pupil premium. The renewed approach led to 100% of pupil premium pupils reaching the national expected combined Reading, Writing, Maths in 2024. Due to mobility in this group, reviews and some strategy changes will be seen during the strategy window to reflect the changing need of the incoming pupils at a given time. This is completed in conjunction with the named Governor for pupil premium.

Summary of Government Guidance to Schools – Useful Information for Parents and Carers

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

High-quality teaching of English and maths are the cornerstones of a broad, academic and knowledge-rich curriculum. Based on the latest data about the impact of the pandemic on English and maths attainment, we expect that for many schools, pupil premium spending will include a particular focus on supporting the effective teaching of these areas. I

When considering the balance of spending within the 3-tiered model set out in EEF's guide to the pupil premium, the EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.

Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress. You should also draw on data to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, for example: • attendance and levels of persistent and severe absence • behaviour incidences and exclusions data • wellbeing, mental health and safeguarding concerns.

When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes of them. For example, low attainment may be an outcome of poor early language development.

Challenges

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

Challenge number	Detail of challenge in previous strategy – updated content to reflect current proportions for context.	Priority for 26-27
1 SEND	A proportion of pupil premium children also have SEND needs or are being investigated for them. Adding a second vulnerability means that this is a priority area for school. 35% of pupils who are in receipt of pupil premium have a support plan for Send with individualised actions and termly tracking including review meetings with parents.	Yes – plan cycle to continue.
2 Mobility	Mobility of pupil premium both into and out of school. Additional need to ensure effective transfer information out and full and effective assessment of gaps and needs identified with each incoming pupil. Over a third of those in receipt of pupil premium did not start our school at the start of EYFS. Proportionately more leaving pupils due to mobility are pupil premium.	Yes. Mobility out has not happened this year, but mobility in has – ensure gaps for incoming pupils – and any send needs – identified and supported.
3 Ensuring accelerated/ high achievement	Outcomes at the end of year six show that the gap is caught up with the past two years having pupils leave age related combined. A continuation of in class feedback and additional targeting is required again to close this gap as this remains the same for in-year data which varies to ensure high outcomes for disadvantaged continue.	Continue to deepen pedagogical knowledge of staff including deepening oracy knowledge and teaching as high quality teaching showing impact.

		Establish a year 6 writing group for targeting needs to gain effective combined age-related.
4 SEMH needs	SEMH, emotional regulation and wellbeing. Just over a third of our current pupil premium children require support, intervention and guidance to meet SEMH needs in order to be successful in learning.	Within support plans for Send needs for current cohorts.
5 Support for (school starters) those born in lockdown	Pupils in EYFS born in lockdown, Year One pupils started life in lockdown. Increased need for support in EYFS for pupils parting with their families following their early start in life preventing this. Availability for disadvantaged children for additional adult support if required is needed. Additional support needed to help year one pupils to develop learning strategies and access the evolving curriculum into key stage one methods with quality first teaching and access to adults.	Actions effective, ensure Sendco level skills are teachers for year 1 and 2 to further redress any disadvantage.

Challenge number	Review of/ after 2025 – 2026 Nb – broad details only published to avoid pupil identification due to small numbers. % set for Sept 26 and review.
1 SEND	42% (up from 33%) of pupils who are were in receipt of pupil premium (Sept 26) have a support plan for Send with individualised actions and termly tracking including review meetings with parents. This is an increased percentage.
2 Mobility	Mobility of disadvantaged pupils slowed to 0% this academic year for in year moves out of school. 25% of the current cohort joined. Pupils joining our school are the pupils showing as having less progress or attaining below as a generalisation that require targeted teaching to catch up. These pupils have not been subject to our teaching and curriculum or plans. Within six months, trends including last year, show

	these pupils catch up to peers or receive additional support and send consideration and assessment. This trend continues. We can evidence individual children accelerating from start points.
3 Ensuring accelerated/ high achievement	Very small numbers attend so Key Stage 2 data is low in what can be reported or viewed in national data – at times the number is too low to be formally published. Outcomes at the end of year six show that the gap is caught up with the past three years having pupils leave at least age related combined. 100% of pupils who have sustained time at school with us achieved at least age-related combined showing the strategy is working. One mobile pupil did not achieve age-related combined in this time – this does not reflect the need for a change in the strategy plan. A continuation of in class feedback and additional targeting is required again to continue to close this gap as this remains the same for in-year data which varies to ensure high outcomes for disadvantaged continue. Pupils not on track to achieve at least age-related combined meet criteria 1 – send.
4 SEMH needs	SEMH, emotional regulation and wellbeing. Just over a third of our current pupil premium children require support, intervention and guidance to meet SEMH needs in order to be successful in learning.
5 Support for school starters of those born in lockdown	Pupils born in lockdown, Year One and Two pupils started life in lockdown. Increased need for support in (current) Year 1 and 2 for pupils parting with their families following their early start in life preventing this. Focus will be on pronunciation of vocabulary to mature speech, PSHE skills and wellbeing support. Sendco qualified teachers placed into year 1 and 2 to deepen the support. Sept 26.
Other considerations arising during the strategy	Vulnerability matrix established contextual disadvantage and identified pupils and actions. Movement of pupils over time or new to school pupils – with low numbers of pupil premium – makes trend identification vary somewhat. Therefore, applying individualised responses is important and we can see that the gap is reducing/ has closed through internal data. Where it has not, Send support has been implemented.

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.

2024 – 2027

Intended outcome	Success criteria
Ensuring that pupil premium pupils gain the most opportunities that they can during high quality, wave one provision leading to high outcomes with additional regard to those entering school and the relatively higher mobility that we have for pp pupils. Ensure that high quality group work and scaffolding support is in place to advance outcomes for pupils with pp at risk of not achieving session and personal targets.	Measured by: lesson observations for methodology and scrutiny of adaptations and barrier reduction strategies. Assessment of pupils shows effective progress within sessions and over time with core skills embedded leading to effective progress (data targets below). The 100% of pupils are receiving targeted teaching during every core session, with an extra focus upon their small step progress. Books show improving progress week on week and misconceptions effectively addressed Pupils are at least on track to achieve their ambitious targets Pupils at risk of not meeting their targets receive further interventions. Mobile pupils are well supported, assessed and targeted. 100% of pp pupils make progress and where it slows, or attainment is below, additional targeting t take place. Achieved by: Increasing the number of teaching assistants to provide ongoing feedback and development during session including main input; CPD for teachers and TAs for targeted teaching pedagogy; pupil progress meetings to regularly review progress and further enhance personalised approaches; TA time for assessing pupils new to school;

	SLT time to ensure. Further achieved by supporting children to be taught in year group classes.
To ensure that pupil premium children who also have Send have a fully personalised approach to support their learning progress.	Measured by: 100% of pp with Send are supported from a fully inclusive, bespoke provision map to meet their needs and enhance academic and personal development. Plans work to redress any impact from the pandemic so that pupils are fully able to learn and have good wellbeing. Achieved by: Led and monitored by Senco to ensure all Send pp pupils receive a bespoke programme personalised to meet their needs. Staff CPD to ensure provisions are highly effective.
To ensure that the individual needs of pupil premium children's wellbeing and SEMH are supported.	Measured by: 100% of pp children are considered for wellbeing support and of those who require it, 100% of them receive bespoke plans of support or experiences to raise wellbeing. Achieved by: Led and monitored by the Senco; CPD for teaching assistants who deliver programme; provision mapped to ensure embedded in to school actions; additional awareness of EYFS and Year one pupils who may need to be prioritised early-on in school.

To ensure that all pp children's reading is accelerated where required to help them to close the gap in reading. All pp year one pupils reach at least their phonics target with additional support to accelerate phonetic ability of PP children if required. All pp children at least reach their Key Stage One target in reading.	Measured by: 100% of pp pupils are on track to achieve their target for phonics. Phonic tracking showing steady, consistent progress through small step assessments of phonics. PP pupils reach their reading target at key stage one. Pupils moving into school are well supported and assessed early so that they can be started quickly should it be needed. Achieved by: Read, write Inc intervention sessions
	Reading comprehension sessions. The above objective, ensuring that adult ratio and feedback is in place for Eng/ Maths.

Activity in the academic year

This details how we intend to spend our pupil premium each year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2026 - 2027: Contribution to cost of overall budget – includes from PP funding - £3000 to training and release for staff, £14,341 to ensure that pp children have access to high-quality wave one teaching at reduced ratios as to what would otherwise be achieved to allow pp advanced education, academic opportunity. Place two qualified Sendcos as teachers for pupils in Key Stage One born in lockdown and experiencing more disadvantage.

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Oracy delivered during the year to enhance oracy pedagogy in school. Key school curriculum leaders to undertake their own research to establish knowledge and identify the best approach for Blisworth and the curriculum. Training delivery at intervals. Monitoring schedules linked to oracy strand. Governance to receive training in the importance of oracy to support their monitoring activities.	Pupil premium DFE guidance 2021b. 1. Teaching – training and professional development School evidence of prior pupil success. Neli research on impact of attainment and improved SEMH. EEF (2025/6) EYFS: Communication and Language	1,2,3,4,5 – esp 1, 3
Ensure that all staff (teachers and TAs) are continually trained in their understanding of how to accelerate pupil premium children's learning including targeting and feedback – school CPD.	EEF (2020b) Feedback, EEF (2020d), EEF (2020e) Pupil premium DFE guidance 2021b. 1. Teaching – training and professional development	1,2,3, 4,5

Ensure that all pp children have access to two adults within the classroom most of the time in core subjects to increase feedback opportunities (contribution to school's increased cost).	EEF (2020b) Feedback, EEF (2020d), EEF (2020e)	1,2,3,4,5
Staff attendance at conferences and in-house training on responding to CPD developments in learning and teaching pedagogy to ensure high quality progress of pupils including pupil premium during all sessions.	Opening guidance requirements with a focus on staff development and high-quality Maths and English teaching from staff at all levels.	1,2,3,4,5
Staff participation in school's alliance group at subject leader level to broaden subject leaders knowledge base of different pedagogical approaches to subject areas to enhance subject leader knowledge and further reflection.	Enhancing opportunities for all leaders – all Distributed Leadership evidence – Alma Harris, including 'Distributed Leadership – Different Perspectives.'	1,2,3,4,5
To retain further expertise in addition to our Senco to further deepen and enhance our specialist team knowledge. To increase Sendco numbers to two teachers with this level of expertise and experience.	Enhancing opportunities for all leaders – all Distributed Leadership evidence – Alma Harris, including 'Distributed Leadership – Different Perspectives.'	1

Targeted academic support accessed provisions over the plan (for example, tutoring, one-to-one support structured interventions)

- *NB significantly more has taken place, the below recognises the spend from the pp grant.*

Budgeted cost: £1000 contribution to larger cost implementing the below (under review alongside the new Inclusion Strategy).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention – Read, Write Inc phonics second session as a booster (Send/ PP who require)	EEF Teaching tool kit 2020b Phonics; teaching assistants	3, 1
Provision set by HLTA from agency advice notes and information to teach dyslexia/ dyslexic tendencies to include: working memory, touch typing, spelling intervention (bespoke to pupils linked to Spelling Shed); alphabet knowledge.	Stephanie Rumney – local expert advice received from. Stephanie Rumney Consultancy West Northamptonshire Council Academic reading by lead HLTA from range of sources for working memory skills.	1,
Play Buddies	Ron Fortuna – Local Expert (Target Autism)	4
Zippy's Friends	Identified for use by agencies accessed	4
NELI oracy intervention	Home Nuffield Early Language Intervention (NELI) LA adopted	1,2,3,4,5
Individual and guided reading boosters – comprehension focus. Sight word reading as per support plans or age/ group need. At points required.	EEF Teaching tool kit 2020b Phonics; teaching assistants EEF Teaching tool kit 2020b Reading Comprehension teaching	3, 1

Colourful Semantics and Working Memory Intervention support Literacy skills as required – available if identified	EEF Teaching tool kit 2020e Making best use of teaching assistants Educational Psychologist Recommendations	1, 4, 6
Writing Boosters focusing on individualised targets from teachers and teaching assistants – KS 2 Yr 6	EEF Teaching tool kit 2020e Making best use of teaching assistants	1, 2, 3
Literacy and Language development intervention Literacy skills as required – available if identified	EEF Teaching tool kit 2020e Making best use of teaching assistants	5, 4
Listed interventions always under review alongside provision to provide the best outcomes based on agency recommendations for pupils in addition. This list will vary depending on cohort/s and pupils.		

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

Budgeted cost: contribution to wider cost of £1bc under review against Inclusion Strategy spending.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Provision support plans. Targeted social and emotional programmes for identified pupils for Drawing and Talking. OR Identified programmes recommended by agency assessment and support; or programmes run by Wellbeing lead designed.	EEF 2020b Social and emotional learning; school-based observations including parental/ teacher feedback.	5

Emotional coaching	Staff attended a range of emotional coaching, Educational Psychology coaching courses, Trauma courses to continue to be implemented and built within whole school policies.	5
Allocation of sport coach role models to support modelling of learning to pupils at risk of becoming less engaged due to low confidence.	Coaches and additional coaches allocated to individual children or groups who require role models and some more personalised support.	1, 2, 3, 4, 5

Part B: Review of outcomes at the close of the previous strategy.

Pupil premium strategy outcomes

Review 2021 – 2024

Challenge number	Detail of challenge and review of effectiveness 2021 - 2024	
1 SEND	High quality send	Send has undertaken substantial development and innovation. All pupils including those who are send and pp have detailed support plans, actions and provision in place. Plans commended by the LA agency links we have. The cohorts have changed so send is proportionately less amongst the current cohort. Support plans for pp and Send were well transferred to Secondary School in each year of the previous plan. A proportion of pupil premium children currently also have Send so target needs to continue to retain good practice devised for their progress. Some residual impact on standards for disadvantaged was seen in 2023 outcomes.
2 Attendance of a minority	Attendance rates for pupil premium is strong, however a very small minority of pupils eligible for pp are below the target for all children. This has an impact on their school hours and causes them to be at risk of falling behind their peers. (analysis has considered where this could have been related to Covid and considered reported reasons).	Only one pupil premium is showing on this term's tracking of attendance. Not a current issue.
3 Impact on SEMH	Pupils in EYFS and Year 1 were exposed in early childhood to isolation and loss of provisions.	There remains a pattern, although less pupils with this difficulty. Strategy supported successful school development but again current cohorts and pp pupils demonstrate a cycle of need and this need has entered school again as new pupils have done so.

4 Impact on achievement	Overall impact of Covid on PP pupils has widened the attainment gap and slowed some of the pp children's progress.	In year data shows pupils still need to catch up to their peers. By the end of year 6, the past two years saw pp gain age related reading, writing and maths combined. Situation can be seen in continuation so to continuing to close the gaps, strategy and approach to remain.
5 Impact on key skills on entry to school/ following loss of EYFS time.	Teacher observations of pupils demonstrate that some key skills required to support effective learning in younger pupils are less advanced following the pandemic interruption. Initial assessment of pupils upon entry demonstrated that they have entered school below the normal expectation for similar pp pupils at our school previously. With particular regard to: - Language, social and emotional development upon entry to Reception - Speech and language skills are not as advanced - Fine motor control and muscle strength - Handwriting – muscle strength and resilience to write for sustained periods reduced. - Challenges replicated in Year One where pupils missed a significant part of their EYFS year impacting on disadvantaged pupils.	Increased practical activities and muscle strengthening. This target continues as these year groups were born in lockdown or early age and impact still present including specifically pp. Speech developed well from EYFS approach but some pupils remain requiring support with this. Generally current pupils requiring this support are not pp.
6 Impact of the pandemic on wellbeing	Teacher observation, pupil and parent voice indicate reduced wellbeing and mental health of disadvantaged pupils as a result of the pandemic and wider impact of loss of opportunities exacerbated during to further income loss as well as existing financial limitations for these pupils.	Wellbeing impact clear. SEMH needs have been present. Alternative provision accessed for some identified pupils. Use of wellbeing lead further supported the others.

Whole School Attainment

- 100% of pupils gained age-related combined Reading, Writing, Maths in 2023 and 2024. In year data shows that they catch up from not being at these starting points in terms of attendance. Therefore, our approach for previous years is successful and we will enhance but continue with this and a focus on raising outcomes in Maths and English, closing the educational gap for pp pupils.

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
Accelerated reader
TT Rockstars
Nelson handwriting
PE Hub
Kapow French and DT
Literacy Shed plus
Testbase

Read, Write Inc
Drawing and talking
Jigsaw

Further information

PP contributions to the areas of identified need, but more of the budget is allocated into the listed areas than the total funding that we receive.

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Additional notes around information sources:

Alma Harris – Distributed leadership books and journals

Stephanie Rumney - [Stephanie Rumney Consultancy](#) | [West Northamptonshire Council](#)

Ron Fortuna – Local Expert (Target Autism)

