

# Priority Pupil Strategy Statement 2024-25

## Blagdon Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Blagdon Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 - 2028
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Campbell <b>Headteacher</b>
Inclusion Lead	Jenny Campbell Beth Brown <b>Inclusion Lead</b>
Governor / Trustee lead	Carol Marsh <b>Lead Governor for Disadvantaged Pupils</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17282
Recovery premium funding allocation this academic year	N/A
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	£17282

# Part A: Priority Pupil Strategy Plan

## Statement of Intent

At Blagdon Primary School as well as within LSP (Lighthouse Schools Partnership) trust we are committed to improving the outcomes and ensuring good progress is made for all of our priority pupils, irrespective of their background or the challenges they face. Our pupil premium strategy is informed by the work we do towards achieving objectives outlined within the LSP Priority Pupil Strategy and these outcomes are additionally a key part of our School Development Plan (SDP).

The LSP Priority Pupil Strategy draws on evidence and research from the EEF to develop its policy. As a school we have developed our SDP to build on these principles, and Nurture UK, in order to deliver the best possible provision for our disadvantaged pupils: Our approach is responsive to common challenges for our children and we focus on areas needed by our disadvantaged pupils so that support is targeted and has the greatest impact.

LSP have a responsibility to support and challenge its schools in ensuring that all pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed. LSP believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity.

The recent report by the Education Endowment Fund (EEF) entitled 'EEF Guide to the Pupil Premium' (2019) as well as the EEF report entitled 'The Attainment Gap' (2017). 'The Attainment Gap' and the previous joint report between the EEF and the Sutton Trust entitled 'Pupil Premium: The Next Steps' (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research-based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

The Education Endowment Foundation has identified a tiered approach (good practice) to spending for pupils identified as disadvantaged:

**High quality teaching for all** - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.

**Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good

progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

**Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Our aims for our disadvantaged pupils are:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world

## Challenges

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

Number	Detail of challenge
1	Attendance
2	Raising Achievement
3	Whole School Culture
4	Transition
5	Language of Aspiration

## 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
1	Attendance	<ul style="list-style-type: none"> <li>Attendance above 95%.</li> <li>Persistent Absenteeism to be below 12%.</li> <li>Attendance for vulnerable groups grows to and remains above 92%.</li> </ul>
2	Raising Achievement	<ul style="list-style-type: none"> <li>Narrowing the gap of metrics with upward convergence</li> <li>A systematic approach to the improving outcomes by focusing on the quality of teaching.</li> <li>Developmental Drop Ins, in place and effective in improving teaching as indicated through school visits and visit notes.</li> <li>Book looks, moderation and student voice indicate that the curriculum is being implemented successfully.</li> <li>Staff use strategies from their T&amp;L toolkits and are responsive to feedback.</li> <li>Priority Pupils are discussed in all interactions with school leaders and impact is noted through records of school visits.</li> </ul>
3	Whole School Culture	<ul style="list-style-type: none"> <li>Student voice will indicate that pupils are happier in schools. This will be through the annual survey and through the Impact Ed evaluations.</li> <li>Nurture UK to be embedded throughout the school environment.</li> <li>Boxall Profile for all pupils</li> </ul>
4	Transition	<ul style="list-style-type: none"> <li>Data shared with secondary schools so that interventions can begin early in Year 7.</li> <li>Regular check ins for new pupils to mitigate issues with can arise.</li> <li>Transitions between phases (particularly when there is a change of setting) are carefully considered and discussed between school leaders through the lens of priority pupils.</li> <li>Nurture UK</li> </ul>
5	Language of Aspiration	<ul style="list-style-type: none"> <li>Staff will regularly use language of high expectations for all pupils.</li> <li>All staff know the expectations of how we discuss pupils so that we are not making excuses.</li> </ul>

## 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: £3040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none"> <li>• Subject Networks</li> <li>• Literacy Tree (English)</li> <li>• Nurture UK</li> <li>• Curriculum Development</li> </ul> £2600.00	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. 2.
Karen Triesman Books Professional development to help with emotional regulation and wellbeing £140	EEF: Closing the Attainment Gap Key Lessons Learned What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.	1. 3. 4.
Lego Therapy £300	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.

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

Budgeted cost: £6585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading and/or phonics intervention for disadvantaged pupils £2625.00	DfE Reading Framework 2021	1. 2.
Pre teaching pupils: structured pre-teaching to stop learning gaps before they open. £1460.00	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. 2.
Catch Up Literacy Tree and Catch-Up Numeracy Intervention Sessions £2500.00	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. 2. 5.

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

Budgeted cost: £7657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Calm Club Leader: Support for disadvantaged pupils during playtimes to ensure times are successful and positive experiences £2400.00	Nurture UK, 6 Principles: The Importance of Nurture for the Development of Wellbeing. 'Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people.'	1. 3.
Calm Club Resources Resources to support emotional regulation during break and lunchtime to ensure times are successful and positive experiences £157.00	Nurture UK, 6 Principles: The Importance of Nurture for the Development of Wellbeing. 'Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people.'	

<p>Nurture Resources to help regulate and support children in the Nurture Nook £600.00</p>	<p>Nurture UK, 6 Principles: The Importance of Nurture for the Development of Wellbeing. 'Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people.'</p> <p>Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel safe and secure.</p> <p>Social, emotional and behavioural development tools such as <u>the Boxall Profile®</u>, help staff to assess and track a child's needs and put strategies in place to support positive development.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
<p>Subsidise Educational Visits to enrich the curriculum for disadvantaged pupils £1000.00</p>		<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>5.</li> </ol>
<p><b>Funded places:</b> Extra-Curricular Clubs Music Lessons Swimming Lessons After School Clubs £500.00</p>		
<p><b>Nurture UK:</b> Training £1000.00</p>	<p>Nurture UK, The 6 Nurture Principles: Children's learning is understood developmentally, the classroom offers a safe base, the important of nurture for the development of wellbeing, language is a vital means of communication, all behaviour is communication, the importance of transition in children's lives.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p><b>Breakfast Club:</b> Disadvantaged subsidised places £2000</p>		<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>

**Total budgeted cost: £17282.00**

