



Pupil premium strategy statement

As per Government recommendation this is a three year plan ending 2024

Updated Sept 2022

Updated September 2023 Reviewed January 2024

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.

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	Blaydon West Primary School
Number of pupils in school	210 (N- Y6) Sept 22 186 Jan 24 190
Proportion (%) of pupil premium eligible pupils	28.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	Governing Body Nov 21
Pupil premium lead	SBrown
Governor / Trustee lead	C Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67250



Blaydon West Primary School

	<p>Sept 22 Update £53270</p> <p>Sept 23 Update £64310</p>
Recovery premium funding allocation this academic year	<p>£7250</p> <p>(23/24) £7468</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<p>£0</p>
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£74500</p> <p>22-23 £53270</p> <p>(23/24) £ 71560</p>



Part A: Pupil premium strategy plan

Statement of intent

At Blaydon West Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives 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
- Access a wide range of opportunities to develop their knowledge and understanding of the world

How does your current pupil premium strategy plan work towards achieving those objectives?

- Ensure teachers have access to high quality CPD
- Ensure targeted intervention address's gaps in learning including the use of small group work and 1:1
- Ensure that all pupils have access to trips & residential
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

What are the key principles of your strategy plan

Analysis of data and anecdotal teacher evidence will identify specific intervention and support needs. Pupils who have social and emotional needs will access high quality provision from appropriately trained adults.

- *Greater adult to pupil ratio (teaching Assistant time)*
- *Support parents with Educational visits and extra-curricular activities.*
- *Support teaching to ensure pupils receive a high standard of education*

Allocated teaching Assistant time focussed on 1:1 or small group intervention



Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Pupil aspirations.
3	Attendance and punctuality of FSM children Sept 2022 update – FSM/PP/Disadvantaged 94% (Not PP 96%) Sept 2023/2024
4	Parental engagement
5	Social, emotional and mental health

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 Improve attainment in phonics	Narrow the gap in those attaining phonic screening pass.
2 Mastery in reading	KS2 attainment in line with national figures
3 Mastery in writing	KS2 attainment in line with national figures
4 Persistent absenteeism of FSM chn improves	Attendance is above 95%
5 Access health and well being support	Pupils access succinct quality support



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: £ 18723 –(reviewed Sep 23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics taught in small groups Additional 0.5 TA £10450	Small target group work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (Update Dec 23 additional TA employed)	1,2
RWI phonics continuous CPD (School phonics lead, TLR and supported time) £2873 + 38 x ½ day £3800 Ruth Miskin £1600 <i>Updated training package purchased September 2022</i>	(EEF study results due 2023) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5 months	1,2

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

Budgeted cost: £26650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Accelerated Reader cost and update</i></p> <p>£1278</p>	<p>Reading Comprehension</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 months</p> <p>Update January 24 – 10 additional licences purchased.</p>	1,2
<p><i>Small Group and 1:1 intervention</i></p> <p>TA cost</p> <p>£20967</p>	<p>Small group work +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3

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

Budgeted cost: £22245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family Support worker + Emotional Support via 2 school Counsellors.</i></p> <p>£8500</p>	<p>Family support + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Update Dec 23 – Mental Health TA trained.</p>	4,5

Total budgeted cost: £ 67618

September 2022 budget update £53270

September 2023 Budget Update £64310

REVIEW UPDATE Spring 2024



Activity	Review that supports this approach Challenge number(s) addressed																																																																																																						
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Part B: Review of outcomes in the previous academic year (20/21)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To accelerate progress for all PP children throughout	2 Teaching Assistants employed and working across	Small targeted group work. Phonics 1:1 intervention. Accelerated Reader and reading Plus in KS2. This will allow PP children to catch up to other	KS1 Phonics scores are at least National, KS1 reading scores are at least national/KS2 Reading scores are at least national.	SLT/ Class teachers	Spring 2021
Due to no National data comparison not possible. Predicted phonics results for Y2 2021 83% pass RWI scheme implemented across school and all key staff trained in its use. Key stage 2 staff where needed trained and delivery RWI phonics					
To accelerate childrens phonics	Read Write phonic reading materials	Children behind peers with regard to phonics.	Children In lower Key stage 2 will make as much progress as non PP children.	Lit Coord	July 2021
Key stage 2 children able to access RWI phonics scheme Internal data shows progress is being made across all groups.					
Children are able to access resources if isolating	Children with PP are prioritised with home school loan equipment	Low income families often struggle with home technology	All pupil Premium children have access to technology if isolating	HT/SLT	Academic 2020/2021
Purchase of additional Chromebooks and iPad over lockdown allowed ALL children access to technology and remote learning. All PP children received a Google Classroom login and account. They were provided with circa 3 live lessons a day ranging from whole class to 1:1 Attendance of vulnerable groups whether in school or remote was high varying from class to class. School offered technical support					
Children's mental and physical well being is address	Implementation of Jigsaw PSHE across whole school	Children's mental health has a direct impact on learning and also on the life chances	Monitoring Feedback from staff	SLT PSHE Coord	Ongoing
Jigsaw scheme purchased across whole school and used to support children in many areas, including wellbeing and mental health.					



Blaydon West Primary School