



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (for the 2025 to 2026 academic year) 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	Blackmore Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Andrea Farrant
Pupil premium lead	Mrs Andrea Farrant
Governor / Trustee lead	Deborah Moppett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,675

Part A: Pupil premium strategy plan

Statement of intent

Blackmore Primary School has designed a curriculum to challenge, inspire, engage & motivate all learners. Our curriculum drivers 'Our Place in Our World,' 'Life Skills and Attitudes' and 'Ambition and Possibilities' have been chosen to promote pupils' awareness of their role in their community, their country, and their world. They are personal to our school and will drive and shape the themes for learning.

We believe that all pupils irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. We intend for all learners to access the National Curriculum through our topic based, question-led approach, focusing on high quality purposeful learning experiences. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers to develop both knowledge and skills.

The key principles of our Pupil Premium Strategy Plan:

- To provide a safe and supportive learning environment for all learners.
- To ensure all children feel valued in our school community, with social, emotional and mental wellbeing viewed with the highest importance.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To have access to a wide range of teaching and learning strategies to suit their needs.
- To identify and address needs as quickly as possible.
- Make effective use of all support services available to us.
- To prepare all children for their next stage of education.
- To use the Essex Disadvantaged strategy to facilitate the best outcomes for all learners

Challenges

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

Challenge number	Detail of challenge – (Identified from assessments, observation and discussion with professionals and children)
1	Reading: there can be a gap between the amount disadvantaged pupils read at home and that of other students. There is also a link to less text shared at home therefore less vocabulary building.
2	Speech and Language: Language Acquisition & Communication – underdeveloped oral language skills and vocabulary gaps are more prevalent in our disadvantaged pupils. Children can struggle to communicate with other children and adults or to verbalise their learning, lacking confidence to talk about it in comparison to their peers.
3	Emotional Needs – disadvantaged pupils can sometimes have low self-esteem and self-worth.
4	Broadening Experiences – some disadvantaged pupils have less ‘cultural capital’ than other pupils.
5	Progress: ensure all PP children make the expected progress in line with their peers and nationally.

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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> - Pupils read more regularly (at least three times per week) and have greater access to high quality texts / wider genres and support for emotional & cultural breadth. - Phonics / Reading outcomes for disadvantaged pupils will have increased. - Culture for reading for pleasure will have increased and staff upskilled. - Pupils will use imagination / ideas / vocabulary from wider reading opportunities to increase / support writing outcomes. - <i>Embed phonics interventions and Year 2 scheme / resources to further support in EYFS and KS1.</i>

	<ul style="list-style-type: none"> - <i>Vocabulary mats knowledge organisers for all subject / topics</i> - <i>Update library / class resources</i> - <i>Invest in more quality texts to support all subject areas.</i> - <i>Reading lead will complete ‘reading for pleasure’ course (through Eng Hub) and upskill staff. PP pupils will develop a love of reading for pleasure.</i>
<p>Improved speech and language, oral language and vocabulary skills so disadvantaged pupils can be understood and can converse age appropriately and with confidence.</p>	<ul style="list-style-type: none"> - <i>Assessments and observations indicate significantly improved speech and language and oral language among disadvantaged pupils.</i> - <i>Speech and language assessments and tasks will be completed termly and weekly intervention activities completed by Teachers & TLSAs advised by external S&L specialist.</i> - <i>Substantive / Disciplinary Knowledge is set in each non-core curriculum area to aid vocabulary into long term memory. Increase use of vocabulary and terminology in lessons. ‘Talk like a Historian...’ etc introduced in non-core lessons.</i> - <i>Pre-teaching of vocabulary / skills to enable PP pupils better access to the lessons.</i> - <i>Embed topic words and stickers – ‘Ask me about...’ to increase use of language and communication with a range of adults and at home. Increased confidence to speak publicly.</i> - <i>Increase use of improved vocabulary / word choices in pupil writing outcomes.</i>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> - <i>Sustained levels of wellbeing by 2026-2027 demonstrated by qualitative data from pupil voice, surveys and teacher observations.</i> - <i>Pupils will feel safer and happy to come to school, talking to and being supported by adults in our school.</i> - <i>Pupils will feel more valued – opinions, ideas etc</i> - <i>Sustained high level of home/school communication / relationships.</i> - <i>Increase staff training to support wider range of pupil needs. Staff further trained to support ASD / regulation needs. Pupils will increase strategies for self regulation.</i> - <i>Sustained use of outside agencies for interventions to provide tailor support for disadvantaged pupils– therapy dogs, Reach equine, mindfulness, Kids Inspire.</i>
<p>To sustain our commitment to broadening</p>	<ul style="list-style-type: none"> - <i>Maintain opportunities to develop knowledge, skills, aspirations and understanding of what is possible including outdoor learning and off-site sports, trips and</i>

experiences particularly for our disadvantaged pupils.	<p>experiences to support cultural capital – consistent link to curriculum divers in all subject areas ('Our Place in Our World,' 'Life Skills and Attitudes' and 'Ambition and Possibilities.'</p> <ul style="list-style-type: none"> - Curriculum implementation is consistently strong across all subject areas with a positive impact upon pupil outcomes, through quality first teaching and use of high-quality resources.
Progress of disadvantaged children across the school is consistently in line or better than the national average / their peers by the end of KS2.	<ul style="list-style-type: none"> - Disadvantaged pupils will make expected or better progress from their individual starting points. - Effective use of TLSA's to support PP learners (academically, emotionally, and socially). - Additional adult teaching hours to support gaps and facilitate 'keeping up'. - Effective use of PPA time to reflect upon individual learners needs and adapt subsequent teaching accordingly. - CPD opportunities for teachers and TLSA's in identified areas. - Increased development of metacognition strategies for disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9914

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD / Intervention training	EFF – Phonics Cost 1/5 Evidence Strength: 5/5	1 3 5
Writing – Literacy Tree SEND specific interventions Phonics Oral Language Intervention Reciprocal Teaching	Months Impact: +4 EFF – Oral language Cost 1/5 Evidence Strength: 4/5 Months Impact: +5	2

Metacognition White Rose	EEF – Metacognition and self-regulation Cost 1/5 Evidence Strength: 4/5 Months Impact: +8	
Feedback	EFF – Feedback Cost 1/5 Evidence Strength: 4/5 Months Impact: +5	1 2 3
Additional teacher in Year 6 (focus groups)	EFF – Collaborative Learning Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5 EFF – Feedback Cost: 1/5 Evidence Strength: 3/5 Months Impact: +8 EFF – Individualised Instruction Cost: 1/5 Evidence Strength: 3/5 Months Impact: +3 EFF – Reading Comprehension Strategies Evidence Strength: 4/5 Cost: 1/5 Months Impact: +6	1 2 3 5

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

Budgeted cost: £ 20686

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TLSA support / additional hours (class-based and intervention / 1:1 and small group)	EFF – Collaborative Learning Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5 EFF – Feedback	1 2 3 5

	<p>Cost: 1/5 Evidence Strength: 3/5 Months Impact: +8</p> <p>EFF – Individualised Instruction Cost: 1/5 Evidence Strength: 3/5 Months Impact: +3</p>	
Speech and Language (groups and 1:1)	<p>EFF – Collaborative Learning Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5</p> <p>EFF – Oral Language Interventions Cost: 1/5 Evidence Strength: 4/5 Months Impact: +5</p>	<p>2 3 5</p>
Vocabulary – Pre-teaching / Language development	<p>EFF – Collaborative Learning Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5</p> <p>EFF – Oral Language Interventions Cost: 1/5 Evidence Strength: 4/5 Months Impact: +5</p>	<p>2 3 5</p>
Reading Comprehension	<p>EEF – Reading Comprehension strategies Cost: 1/5 Evidence strength: 3/5 Cost: +7</p>	<p>1 2 5</p>
Phonics support and progression	<p>EEF – Phonics Cost: 1/5 Evidence Strength: 5/5 Months Impact: +4</p>	<p>1 3 5</p>
Buddy System (Year 6 & EYFS)	<p>EEF – Peer Tutoring Cost: 1/5 Evidence Strength: 4/5 Months Impact: +5</p>	<p>2 3</p>

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

Budgeted cost: £ 6075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling / Mindfulness	EFF – Mentoring Cost: 3/5 Evidence Strength: 2/5 Months Impact: +2 EEF – Social Emotional Learning Cost: 1/5 Evidence Strength: 3/5 Months Impact:+3	2 3 4
Enrichment days Aspirational visitors School trips Music Lessons	EFF – Outdoor Adventure Learning Cost: 3/5 Evidence Strength: 3/5 Months Impact: +4 EFF – Social and Emotional Learning Cost: 3/5 Evidence Strength: 4/5 Months Impact: +4 EEF - Arts Participation Cost: 1/5 Evidence Strength: 3/5 Months Impact: +3 EFF – Sports Participation Cost: 3/5 Evidence Strength: 2/5 Months Impact: +2	2 3 4 5

Total budgeted cost: £ 36,675

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In 2024/25 78% of our disadvantaged pupils made expected progress from their starting point in reading (up from 60%), 83% in writing (up from 72%) and 87% in maths (up from 72%). 8% exceeded progress expectation in reading, 8% in writing and 5% in maths. This impact is due to the thoroughness of our staff team in ensuring that all pupils succeed within the broad and balanced curriculum. Children who have not made expected or better progress are monitored closely, 43% have SEND needs and all have carefully planned targets for progression. 65% of pupils are closing the gap in comparison to their year group, in terms of reaching / exceeding the expected standards in reading, writing and maths.

Strategies included pre and post teaching, hover support, 1:1 and small group work have all worked as ways to ensure the pupils are engaged and proud of their achievements. In terms of phonics outcomes, 1/2 children met the expected standard in Year 1 and very good progress from baseline assessments were made.

In addition to successful academic outcomes, high importance has been placed upon supporting mental health and wellbeing for disadvantaged children and their families. Through the whole staff team communicating well and meeting regularly to discuss pupil matters, every member of staff has a thorough awareness of individual children and their needs, supported by their understanding of TPP and mindfulness. The increased use of the empowering learning model in all classes and variety of inspirational visitors and enrichment days have enabled disadvantaged pupils to build resilience, have more confidence and increased self-worth.

Overall, we have made significant progress in all 5 challenge areas. Achievements can be seen in the intended outcomes of our 3-year strategy. The overarching challenges have been assessed to remain with foci and actions adapted to support the changing and growing disadvantaged pupils over the next three years 2024 – 2027.