



Pupil Premium Strategy Statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy (2022-2025), how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Blackhorse Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Simon Botten
Pupil premium lead	Jacqui Taylor
Governor / Trustee lead	Cheryl Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Arbor Nov 22)	£67275
Recovery premium funding allocation this academic year https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2022-to-2023	£11,459
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,734

Part A: Pupil premium strategy plan

Statement of intent

At Blackhorse Primary School we believe that all pupils, irrespective of their background or the challenges they face will make good progress from their starting points when provided with extensive opportunities, expert tuition, purposeful practice, and can sustain personal effort.

We have considered the challenges faced by our disadvantaged and vulnerable pupils and our strategy supports our school community regardless of whether they are disadvantaged or not and is aligned to the school's central mission of growing '**Champion learners**' through **Extensive Opportunities**, **expert tuition**, **purposeful practice** and **personal effort**. Our pupil premium strategy benefits all learners; the key elements are research based and are known to have the greatest impact on closing the gap of our disadvantaged pupils:

- **Closing the gap through Extensive Opportunities:** Marc Roland (PP expert for EEF) notes that the 'attainment gap is the experience gap'. Providing a curriculum which strongly emphasises extensive opportunities, aims to close this gap.
- **Closing the gap through expert tuition:** Research from the EEF shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress which they make. Training staff to teach effectively and to identify and close gaps in understanding is therefore a priority within this strategy. Evidenced based research has shaped our intent with High-quality teaching and opportunity for all being at the heart of our approach; a strategy which is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- **Closing the gap through purposeful practice:** Structured approaches to develop fluency in reading, writing and maths and a clear understanding of the role of practice in learning is another key element of our Pupil Premium strategy.
- **Closing the gap through sustaining personal effort:** We have identified that resilience to challenge of disadvantaged children is key to children's aspiration and belief that they can succeed. The social and emotional support provided to disadvantaged children explicitly provides children with strategies to develop their resilience and regulate their emotional responses.

Our pupil Premium strategy is integral to our wider school plans for education recovery, notably in its targeted support through our 'Catch-up Strategy' (2021-2022), the 'National Tutoring Programme', our school growth plans and our extensive 'Inclusion and Pastoral' offers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and make progress from starting points; including progress for those children who may also be high attainers.

Our approach is responsive to both common challenges and individual needs, and is rooted in robust diagnostic assessment and is not formed from assumptions about the impact of disadvantage. The approaches we have adopted as a school complement each other to help pupils thrive and aspire to be 'Blackhorse Champions'. We champion early identification and targeted intervention to ensure that all our learners leave our school with a strong sense of agency, self-belief, independence and resilience.

Challenges

This details the key challenges to achievement and barriers to learning that we have identified among our disadvantaged pupils (particularly following the global Covid 19 pandemic and the return to 'normal' school life).

Challenge number	Detail of challenge
1	Reading: Current assessment has shown us that school closures and high rates of school absence (due to the covid pandemic 2020-2022) have impacted on children's reading speed and fluency; it lags behind children's comprehension and as a result of this we are not seeing children having the functional reading skills and vocabulary to access age-appropriate texts. Our Reading Strategy addresses this challenge in further detail.
2	Writing: Post 'Lockdown' children at Blackhorse struggled to learn, remember and apply the complexities and stamina required for writing. This is particularly evident in sentence structure, composition and cohesion (as these could not be easily modelled remotely) and stamina. Our research into barriers showed weak vocabulary and oracy hindered our disadvantaged children particularly. Children had lost 'stamina' and show less resilience towards editing and redrafting in order to improve and achieve positive writing outcomes.
3	Maths: Mathematical problem solving and reasoning skills are low resulting in many children not being able to apply and practice their mathematical disciplinary and substantive knowledge systematically and accurately to solve problems which involved reasoning.
4	Social, Emotional and Mental Health: Post pandemic we are seeing a decline in some children's and their family's resilience. Our disadvantaged pupil can appear less confident and resilient to attempt challenging or unfamiliar tasks. Some vulnerable children missed significant learning and social opportunities during school closures and this has led to high levels of anxiety around school, school refusal, social and communication difficulties and dysregulation. Our Inclusion and pastoral offer highlights further how we are addressing this need.
5	Teaching and Learning –Professional Growth and QFT: We know that the unprecedented gaps in learning require expert tuition and quality first teaching in order for our children to catch-up. Staff need to be able to expertly explain and model; and understand stages of practise in order to overcome these gaps and barriers. In order for our children to know more and remember more. Research and evidenced base for us to address this challenge is supported by Ross Morrison McGill @teacher toolkit, Rosenshine Principles, Tom Sherrington and Oliver Caviglioni and Berger's An Ethic of Excellence in Action (In Action Series); Sonia Thompson.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Reading:	End of year assessment data shows that disadvantaged children have made accelerated progress

Improved reading attainment for all; including accelerated progress for disadvantaged pupils	from their starting points in order to close the gap with non-disadvantaged peers. - Disadvantaged pupils demonstrate a passion towards reading for pleasure both in and out of school. - Disadvantaged pupils demonstrate a 'Love of Reading' across the curriculum - Lowest 20% of pupils have made accelerated progress and their learning gaps have narrowed or closed in relation to their non-disadvantaged peers
2. Writing Improved oracy, vocabulary and stamina among disadvantaged pupils.	- Develop a compelling framework in our approach towards the teaching of writing (Writing Strategy). - Disadvantaged pupils access Tier 3 vocabulary in line with their peers across the curriculum through a systematic approach; Word Aware and the Orca project and Voice 21 https://voice21.org/. - Writing assessment data shows that children have narrowed/ closed the gap as a result of QFT (Walkthru's and Professional Growth projects)
3. Maths Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	- Maths planning framework supports a consistent approach in the teaching and learning of maths - Staff training and professional growth demonstrates an evidenced based approach to teaching and modelling in maths - Instructional coaching supports teacher modelling of maths consistently across the school - Disadvantaged pupils demonstrate accelerated progress in reasoning and using and applying and are attaining in line with their peers. - Early identification of the lowest 20% with targeted intervention to support disadvantage gap (Tuition Funding)
4. SEMH To achieve and sustain improved well-being and resilience for all pupils in our school, particularly our disadvantaged pupils.	- Improved attendance for our disadvantaged pupils with attendance data showing attendance is in line or better than non-disadvantaged peers - Disadvantaged children have strategies in place to support their emotional resilience (e.g. zones or regulation) Children can confidently articulate how they demonstrate resilience and maintain good mental and physical health - Sustained high levels of wellbeing in EYFS, KS1 and KS2 from demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - Positive behaviour and engagement in learning - a significant increase in participation in extracurricular activities particularly among disadvantaged pupils - Strong positive relationships with families in the Blackhorse Community.
5. Teaching and Learning To inspire our disadvantaged children to aspire; to be Blackhorse Champions	QFT through and metacognitive strategies across the curriculum embedded in order to raised attainment of disadvantaged pupils.

	• QFT through and metacognitive strategies across the curriculum embedded to champion positive self image, recognise success and develop independent learning strategies • Vulnerable and disadvantaged pupils have key leadership roles within the school community • Disadvantaged pupils attend extra-curricular activities • Improved attendance data for vulnerable pupils • Pupils have high aspirations for themselves and are able to recognise their successes and contributions to our school community
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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: £ £22,000 (includes contribution towards Reading Intervention Team and Nurture Provision)

Activity	Evidence that supports this approach	Challenge number
Enhancement of our maths strategy and QFT within maths teaching through Maths leads (JDC and SP) to have release time to lead maths and engage with challenge partners such as https://www.booleanmathshub.org.uk Maths lead to develop the teaching of mathematics through INSET and dedicated leadership time (Priority 4 on 2022-22 Blackhorse Growth Plan)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2	3 & 5
Reading is Priority 1 on School Growth plan 2022-2023. SLT to develop and embed a Blackhorse Reading strategy to improve and close the gaps of reading outcomes for disadvantaged children. Embed language development through oral language approaches such as Word Aware and Oracy 21 Inset and training to support new phonics (Unlocking Letters and Sounds) program, Voice 21 and Word Aware to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Reading Intervention Team to support lowest 20% through targeted intervention and early identification. RIT team to work closely with reading lead and PP champion to ensure early identification and barriers to learning and reading for pleasure. Reading workshops in EYFS, KS and KS2 to support parents on how to support reading at home Pupil progress meeting and PP 'surgeries' to identify barriers early and support children through targeted intervention.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf http://thinkingtalking.co.uk/word-aware/ Word Aware is a structured whole school approach that is highly practical, evidence-based and curriculum-focused approach to promote the vocabulary learning of children focussing on whole class learning which is of particular value to children who start at a disadvantage. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks2/ Ross Morrison McGill: https://www.teachertoolkit.co.uk/ Berger's An Ethic of Excellence in Action by Sonia Thompson Marc Rowland: - Addressing educational disadvantage (2021) - Learning without labels (2017) - Guide to the Pupil Premium (2015)	2 & 5

Embed DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and improve outcomes in phonics and reading	EYFS lead and reading lead to disseminate and monitor QFT in relation to Phonics and teaching Unlocking letters and sounds: https://www.unlockinglettersandsounds.com/ Blackhorse reading strategy is evidenced based and written and delivered in line with current best practice and research. Blackhorse has developed a 3 tiered approach to our reading strategy in Early Reading, Developing reading and securing reading: https://www.blackhorseprimary.org.uk/how-we-teach-reading-writing-maths/	1
Extend capacity within our Reading Intervention Team in order to support EYFS, KS1 and KS2 with targeted support	The teaching of specific strategies that pupils can apply to monitor and overcome barriers to comprehension improves overall literacy. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy through accurate diagnosis of capabilities and difficulties, in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty. Through our reading strategy and staged approach our Reading Intervention Team (RIT) supports this through targeted assessment and high quality interventions offering targeted across EYFS, KS1 and KS2. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	1

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT: PP will fund a speech and Language therapist to work in school 1 day per week and a Speech and language assistant for 0.5 days per week. To consistently support learners through speech and language therapy with a consistent therapist working with children and staff (including CPD)	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,4

Engaging with National Tutoring fund to provide a 1:1 and small group tuition with a identified focus on math's fluency for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who may be high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 &5
Improve the resilience and universal offer for our vulnerable families through social and emotional (SEL) learning opportunities within PSHE, Jigsaw and our curriculum SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (School Councilors/Nurture facilitator/ELSA and Family Link) Targeted and early identification to support SEMH need and provision for our vulnerable families	Partnership work with Marc Rowland 20-21 and PP review evidenced the positive impact of continued strategic planning in the areas of social, emotional and mental health need. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4
School to provide key reading books and texts for vulnerable children including 'Fab Five' in EYFS and KS1 and key texts in KS2 (BH Reading Strategy)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/7 Top Tips to Support Reading at Home.pdf https://educationendowmentfoundation.org.uk/news/blog-supporting-parents-to-undertake-brilliant-book-talk	1

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

Budgeted cost: £ 24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School continues to offer an extensive support model for all pupils and families including identified family link worker, School Counsellor and Nurture facilitator, ELSA	Early identification of need and pastoral support for both targeted interventions and universal approaches having positive overall effects https://www.blackhorseprimary.org.uk/	4
School to support contributions to extra-curricular activities(including music tuition) and purchasing school uniform/equipment to support interests and aspiration	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4
Contingency fund to support our disadvantaged families when needs arises. This is particularly necessary due to the economic cost of living and energy crisis (2022-2023)	Evidence supported by attendance and support through EHAPs and early identification has demonstrated a need to support families in school with targeted need. Post covid and based on our experience over the last year (21-22) we have identified a need to set a small amount of funding to respond quickly to emergency needs that have not yet been identified which may impact on our disadvantaged learners and improve their outcomes.	All
To support children and families with improving attendance through the processes of Family link support, EHAP and working closely with the Educational Welfare officer (EWO)	Blackhorse Attendance Policy: https://primarysite-prod-sorted.s3.amazonaws.com/blackhorse-ps/UploadedDocument/08d5092a-7112-47b5-9a2a-b9983208a236/bps-attendance-policy-jan-2021-jan-2023.pdf	All

Total budgeted cost: £ 75,450

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 2021-2022 academic year.

Our internal assessments during 2021-2022 suggested that the performance of disadvantaged pupils in line with in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes that we set out to achieve by the end of 2020/21 were therefore not fully realised. One of the biggest reasons for this was the unforeseen global covid pandemic.

Our assessment of the reasons for not achieving these outcomes can be attributed primarily to Covid-19 impact, which without a doubt disrupted teaching and learning throughout the year. As a school, during school closures, we worked tirelessly to ensure that all pupils who were identified as disadvantaged/vulnerable to learning were supported through access to places in school, equipment to support them at home (DFE laptops and Data cards), school lunches and family link support. During school closures all disadvantaged children were offered a place in school; with the vast majority attending full time. For those children who were not able to attend we provided DFE and donated laptops and extended access to the internet through data cards, resulting every child in the school having their own dedicated digital device within a fortnight of the onset of the second closure. This allowed us to support children virtually through a full zoom-supported teaching timetable and targeted interventions, identifying children who may not have fully understood concepts and provided pre-teaching and overlearning (also via Zoom). Our Class Teachers, Reading Intervention Team and Teaching Assistants provided opportunities for daily reading and phonics sessions and in some cases progress in reading accelerated due to this (evidenced by benchmarking assessments on return to school). The nurture class bubble, along with access to a school counsellor throughout the closure, and upon return, significantly mitigated many well-being issues which may have otherwise occurred.

Upon re-opening, significant consideration and planning was given to disadvantaged children's reintegration into normal school life. Transition planning, counselling and targeted support for parents, focusing on navigating school life, contributed to children successfully understanding the stages of school re-opening. This allowed teachers to quickly restore high expectations and academic challenge.

Our assessments of both academic gaps and gaps in social and experiential opportunity for our vulnerable pupils has shown that although these gaps do not appear to have widened, although they have not been 'filled'. Bucking the national trend, the attainment gap between children at Blackhorse and their non-disadvantaged peers did not widen during the school closures – evidence of a successful strategy during this period. Our [Remote Learning offer](#) had our disadvantaged pupils at its heart and evidence has shown that this supported both children and families throughout the pandemic. The impact of Covid 19 was also mitigated by our resolution to continue to develop our high quality curriculum.

Our assessments and observations indicated that initially our children returned successfully to school, with teachers and staff being fully aware that recovery and time spent on re-establishing clear routines and relationships was essential. However attendance data has shown that our disadvantaged pupils and families has dropped and is therefore not in line with their non-disadvantaged peers this pattern is also emerging for other vulnerable groups within our school. Therefore a key focus of the 22-25 PP Strategy is around engagement for learning, extra-curricular support and improved attendance.

Over the past 3 years Blackhorse has seen a change in behaviours and attitudes towards attendance and resilience to learning. Children's (and families) emotional resilience towards school attendance and towards positive engagement in learning and social and emotional situations has lessened and we know that this needs to be a key

focus moving forward. The strategy 22-25 addresses these emerging trends and patterns which are currently being seen across the LA and the country.

We continue to be aware that wellbeing and mental health have been impacted over the last few years and the impact for Blackhorse was particularly acute for our upper KS1/lower KS2 pupils. This is particularly evident in data around their skills of social interaction and understanding of their own and others emotions and how to 'regulate these'. Our KS2 learners demonstrated a lack of social and academic resilience particularly towards areas of challenge or change and this has led to increased anxiety around school attendance, a key priority for the pupil premium 22-25 strategy.

We continued to use our pupil premium funding to develop and enhance our approaches to quality first teaching, reading, wellbeing, pastoral and family link support for all pupils, and targeted interventions where required. We are continuing to build on this approach with the activities detailed throughout this strategy .

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
Unlocking Letters and Sounds	A fully resourced and DfE validated SSP
Speech and Language Therapy	TALK Speech therapy
Talk Boost KS2 (including training)	I Can Programmes
Word Aware (including training)	Thinking Talking
Nessy Reading and Learning for Schools Nessy Fingers	Nessy Learning
White Rose Premium	https://whiterosemaths.com/
Times Table Rock Stars	http://maths.rocks/

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?	Support for pupils transitioning into school in the morning to support social and emotional needs Family Link worker support for parents and accessing and signposting universal, community and targeted support (including breakfast and afterschool clubs, extra-curricular activities and 'Meet and Greet' support for individuals)
What was the impact of that spending on service pupil premium eligible pupils?	Children demonstrated positive well-being and social, emotional regulation and mental health had a smooth start to the school day and were able to

	regulate their emotions in a small group and safe space.
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Further information

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around stages of practice. (Including, Instructional coaching and Rosenshines Principles in Action) [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ELSA training and training for Well-being lead
- Extending our Inclusion and Pastoral offer to develop our Nurture provision and family link support
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Blackhorse [Catch-up Strategy](#)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective (Marc Rowland 2020).

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

As a school we have embraced professional growth through reading projects, masters and NPQs to develop our teaching and learning and we continue to working as part of a strong learning partnership within Learning². We have actively engaged with a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.