

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	415
Proportion (%) of pupil premium eligible pupils (April-23-April 24)	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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 23)	£67,830
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	N/A
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	£67,830

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 (SDP) and our extensive Inclusion and Pastoral offer. 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.

Our Pupil Premium areas of focus for 23-24 run as a golden thread throughout our school improvement plan and align with our 3 key priorities as a school:



Teaching: Ensuring there is an effective teacher in front of every class. Area 1 focuses on developing the best teaching for all.



Targeted academic support – structured interventions, small group tuition, 1:1 support.



Wider Strategies – such as those to raise attendance or improve behaviour. These strategies can also support pupil well-being and personal development.

Challenges

This details the key challenges to achievement and barriers to learning that we have identified among our disadvantaged pupils (particularly following the school closures during the pandemic and the return to school life).

Challenge number	Detail of challenge
1	Reading: During 22-23 Blackhorse have developed a whole reading strategy to support our pupils and the teaching and learning of reading. The strategy codifies explicitly how and what should be taught to support early ready, developing reading and securing reading. Data from end of key stage (2023) has demonstrated a significant impact on our children's reading and this can also be seen within our data. Using both summative and formative assessment we are still aware of an experience gap within the area of reading and understand that not all our pupils have the extensive opportunity to develop reading through sharing books with adults and peers or develop a love of reading for pleasure. This is particularly acute amongst our disadvantaged children.
2	Writing: It has been evidenced through assessment data that our pupils Including those of disadvantaged are not learning, remember and applying the complexities and stamina required for writing. This is particularly evident for our disadvantaged pupils in the areas of sentence structure, composition and cohesion. Children's stamina for writing longer texts or achieving greater depth appear to have widened, this is particularly evident 'post lockdown'. Our research into barriers showed delayed speech and language, weak vocabulary and poor levels of oracy also hindered our disadvantaged children particularly. Children have also lost resilience and stamina and editing and redrafting writing in order to improve and achieve positive writing outcomes.
3	Maths: Mathematical problem solving and reasoning skills of our disadvantaged pupils are lower than non-disadvantaged pupils resulting in many of our children not being able to apply and practice their mathematical disciplinary and substantive knowledge

	systematically and accurately to solve problems which involved reasoning. During 22-23 Blackhorse developed a reasoning toolkit to support this and this continues to need to be embedded for all pupils across the school. Expert tuition and purposeful practice continue to the main drivers of removing barriers to mathematical reasoning and problem solving for all (QFT).
4	Social, Emotional and Mental Health: We continue (post pandemic) to see a decline in some children's (and family's) attendance and resilience. Our disadvantaged pupils can appear less confident, present with increased anxiety and present as less resilient to engage with school life, they have also shown that they find attempting challenging or unfamiliar tasks a barrier to learning. Some vulnerable children continue to miss significant learning and social opportunities during the school day and throughout the community and this has reinforced that barriers such as high levels of anxiety around school, school refusal, social and communication difficulties and dysregulation are a factor. Our Inclusion and pastoral offer highlights further how we are addressing this need.
5	Teaching and Learning – Expert tuition through developing our own professional growth and QFT. We know that the unprecedented gaps in learning require expert tuition and quality first teaching for our children to catch-up and close the disadvantage gap. Staff need to be able to expertly explain and model; and understand stages of practise to overcome these gaps and barriers. For our children to know more and remember more all staff are participating in research and professional growth projects. The Research and evidenced base for us to address this challenge through developing our teaching and learning practice 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, Powerful Teaching P.Agarwal and P Bain, D, Lemov and Alex Bedford Pupil Book Study.

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: Improved reading attainment for all; including accelerated progress for disadvantaged pupils	- End of year assessment data shows that disadvantaged children have made accelerated progress 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 2 and 3 vocabulary in line with their peers across the curriculum through a systematic approach; Word Aware and the Orcay project and Voice 21 https://voice21.org/. - Writing assessment data shows that children have narrowed/ closed the gap as a result of Expert Tuition (QFT), Extensive opportunities and purposeful practice (Walkthru's and Professional Growth projects).
3. Maths Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	- End of Key stage data for maths shows progress to be in the top 25% nationally with no gap for our disadvantaged learners (<i>22-23 data showed that maths progress data was in the top 25% nationally</i>) - Maths planning framework and codification for vocabulary and lesson structure 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 through approaches including 'I do, We do, You do'. - 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 - Persistent Absence is reduced through close monitoring and targeted support and is in the lowest 20% nationally.

	• 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 • Vulnerable and disadvantaged pupils have key leadership roles within the school community (Mission Master, Librarians) • 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.
4. Quality First Teaching and Learning Approaches • To inspire our disadvantaged children to aspire; to be Blackhorse Champions	• Ensuring that there is an effective teacher in front of each class. Quality First Teaching delivers impact for our disadvantaged learners through metacognitive strategies and opportunities across the curriculum embedded, to raise 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 • Disadvantaged pupils attend extra-curricular activities and embrace opportunities to participate throughout school life • Improved attendance data for vulnerable pupils • Pupils have high aspirations for themselves and can recognise their successes and contributions to our school community

Activity in this academic year 2023-2024

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: £17,000

Activity	Evidence that supports this approach	Challenge number
Enhancement of our maths strategy and QFT within maths teaching through Maths leadership time to support, monitor and develop strategies to support reasoning and application of maths Maths lead to develop the teaching of mathematics through INSET and dedicated leadership time (Priority '4 - embedding' 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
Writing is Priority 2 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 Oracy 21 Inset and training to support phonics (Unlocking Letters and Sounds) program, Voice 21. Working within the Primary Excellence Partnership to develop a Blackhorse Writing Strategy to improve and develop all aspects of writing; including book	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 value to children who start at a disadvantage. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2 & 5

talk, 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.	• Codification of Writing teaching and learning (Alex Bedford: Pupil Book Study, Argwal and Bain: Powerful Teaching), • 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 & EEF ➢ Addressing educational disadvantage (2021) ➢ Learning without labels (2017) ➢ Guide to the Pupil Premium (2015)	
Embed and monitor impact of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and improve outcomes in phonics and reading (unlocking letters and sounds)	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 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, to match pupils to appropriate, evidence informed interventions that	1

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

Budgeted cost: £25,830

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	1,2,3, 4 and 5
Engaging with National Tutoring fund to provide a 1:1 and small group tuition with an identified focus on math's fluency for pupils whose education has been most impacted by the	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

pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who may be high attainers.		
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(educationendowment foundation.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	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_plea_sure.pdf https://educationendowmentfoundation.org.uk/news/blog-supporting-parents-to-undertake-brilliant-book-talk	1

KS1 and key texts in KS2 (BH Reading Strategy) <i>Budgeted Cost: £1500</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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

of living and energy crisis (2022-2023)		
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: £ 67,830

Part B: Review of outcomes in the previous academic year 2022-2023

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

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.

Assessment of the key priorities within the Pupil Premium strategy has shown that:

PP Priority 1 - Reading:

Year 1 phonics screener placed Blackhorse in the 87th percentile (Significantly above national Source: IDSR)

At end of KS1 80% of all pupils reached expected standard or higher (national 68%). 50% of our disadvantaged pupils achieved expected or higher (2 pupils) and this continues to be a focus in our PP strategy for 23-24. This continues to be a priority for our disadvantaged learners and is supported through the reading strategy (<https://www.blackhorseprimary.org.uk/how-we-teach-reading-at-blackhorse/>) PP strategy within priority 1 and 4 and 5.

PP Priority 2 – Writing

KS1 pupils reaching expected standard in Writing placed Blackhorse in the 90th percentile (Significantly above national Source: IDSR). Writing attainment and progress continues to be a priority for all our learners including those of disadvantage. Following the pandemic focus was prioritised to enable our learners to be prepared for KS3 and to leave Blackhorse with expected levels for Writing. In 22-23, 75% of all learners achieved expected standard. This was higher than national (71%). 50% of disadvantaged learner achieved expected standard higher for writing at the end of KS1 and focus is now on ensuring good outcomes for disadvantaged for expected standard and in those reaching Greater Depth at the end of KS2. This can be seen in our writing approach <https://www.blackhorseprimary.org.uk/how-we-teach-writing-at-blackhorse/>

Writing is also Priority 2 on the school development plan.

PP Priority 3 – Maths

KS1 pupils reaching expected standard in Maths placed Blackhorse in the 94th percentile (Significantly above national Source: IDSR).

Year 4 pupils passing the Multiplication Check placed Blackhorse in the 87th percentile (Significantly above national Source: IDSR)

KS1 pupils achieving the expected standard in maths was 87% (National 70%) and KS 2 pupils was 83% (National 73%). 100% of our disadvantaged pupils achieved Expected or higher at the end of KS1 (2 x pupils).

PP Priority 4 – SEMH/Attendance:

Absence data reduced from 5.2% in 21/22 to 4.6% in 22/23 placing Blackhorse in the lowest 20% schools nationally for absence

Persistent absence reduced from 11.7% in 21/22 to 8.7% 22/23 placing Blackhorse in the lowest 20% schools nationally for persistent absence.

PP Priority 5 – Quality First Teaching and Learning:

Data analysis from 2022-23 shows that there were a vast number of extra-curricular clubs (extensive opportunities) offered to all pupils in the academic year of 22-23 with 84% of pupils attending at least one extra – curricular club. For 23-24 the focus continues to be offering a range of extra- curricular opportunities and to also develop our Mission Masters to contribute to the planning of extensive opportunities including key roles around the school e.g. house captains, Mission Masters, Librarians etc)

During 22-23 our Family Link worker and pastoral support have supported EHAP's and family engagement including attendance successfully. The impact of this has been particularly evident for our disadvantaged and Pupil Premium families. During the year we have supported 30 families through our pastoral and 'nurture' approach and this has shown positive outcomes for children and families.

An Annual Pupil Survey was carried out in November 2022 which highlighted a slight drop in some aspects of school life in relation to pre-pandemic views. All negative responses were followed up by SLT and the safeguarding governor and actions put in place where required. One action was around safety at playtimes and lunchtimes and led to a Play pod being installed in September 23 to support happy and health play at lunchtimes.

Speech and Language Therapy: Blackhorse has continued to employ a speech and Language therapist as part our PP Strategy. SALT has supported in early identification of need and in screening all our reception intake for possible speech and language needs. This has identified areas of targeted support for pupils and has led to targeted intervention to help close the gaps identified in speech, language and vocabulary early. Vocabulary and Oracy is a priority for 2023-24 on both the SDP and PP strategy.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We continue to acknowledge that nationally wellbeing and mental health have been impacted over the last few years and assessment has shown us that 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. This has also been reflected in our children who may be showing emotionally based non-attendance (EBNA) and Blackhorse are working with Dr Claire Balisteri: Educational Psychologist, in developing the 'South Glos EBNA Toolkit (2022-2023).

We continued to use our pupil premium funding to develop and enhance our approaches to quality first teaching, developing and securing reading, enhancing and embedding our universal wellbeing and pastoral offer and support our families through our family link worker and through delivering targeted interventions where need is identified. We are continuing to build on this approach with the activities detailed throughout this strategy.

Internal school data including attendance, attainment, progress and our provision our on-going provision and monitoring for our vulnerable families has enabled us to assess and evaluate wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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	https://www.unlockinglettersandsounds.com/
Nessy Reading and Learning for Schools Nessy Fingers	https://www.nessy.com/en-us https://www.nessy.com/en-gb/product/nessy-fingers-touch-typing-home
White Rose Premium	https://whiterosemaths.com/
Big Maths	https://www.bigmaths.com/
Times Table Rock Stars	http://maths.rocks/
Play pod Scrapstore	https://www.childrensscrapstore.co.uk/
SEMH Assessment and Emotional Behavioural toolkit Boxall Assessment	https://www.boxallprofile.org/

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?	• Research into how to support Service children has been supported through the Thriving Lives Toolkit • https://www.scipalliance.org/thriving-lives-toolkit • The toolkit is underpinned by rigorous research and thoroughly tested in school, the Thriving Lives Toolkit provides schools with a framework of 7 principles through which to reflect on their practice and a 3-tier set of CPD resources. • Blackhorse have implemented an approach to support for pupils transitioning into school through opportunities to support social and emotional needs and life story work (where required). • 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. • Assessments demonstrated progress in subject areas where extra support classes were provided. • Two families new to school (Sept 2023) feedback positive praise regarding their experience of induction, provision and ongoing universal and targeted support for their children and family.

Further information

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium. This includes:

- School Improvement priorities <https://primarysite-prod-sorted.s3.amazonaws.com/blackhorse-ps/UploadedDocument/79e3f99a-caab-417b-ad82-b4704484c3f6/leaf-sip-blackhorse-primary-23-26-v4.pdf> :
 1. The school's culture actively promotes high levels of challenge, resilience & motivation.
 2. Improve the teaching of writing so that more pupils achieve or exceed the expected standard.
 3. Develop pupils' wider curriculum knowledge so that they can retain, recall and apply knowledge across all subjects.
- Embedding effective practice around stages of practice. Teachers participating in Professional Growth Projects on active participation and engagement (Including, Instructional coaching and Rosenshines Principles in Action, Doug Lemov). [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ELSA training completed and ELSA support embedded into pastoral role with regular opportunities for supervision.
- Continuing to extend our Inclusion and Pastoral offer to develop our Nurture provision and family link support through EHAP and beyond.
- Use of assessment to identify and support SEMH including Nurture UK: Boxall Assessment and Coventry Grid.
- Offering an extensive 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.
- Continuing to support the Blackhorse [Catch-up Strategy](#) principles in our decision making and provision.
- Supporting bespoke Speech and language training and therapy for our disadvantaged learners as appropriate to need.
- Engaging in close partnership working with schools within Leaf Academy trust and beyond.

Planning, implementation, and evaluation

In planning our 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) and EBNA (22-23). Data from 22-23 cohort shows an improvement attendance for children demonstrating persistent absence. This has been supported through work with EBSA and a multi-faceted approach to supporting children and families through our pastoral approach.

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 converted in September 2023 to the Leaf Academy Trust – a primary only trust with a clear focus on inclusion. 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.