Pupil premium strategy statement – Blaise Primary and Nursery School 2025-2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	40% (173 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	
Date on which it will be reviewed	December 2026
Statement authorised by	FGB
Pupil premium lead	Emma Robinson & Aimee Lidstone-Quinn
Governor Lead	Isabelle Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,210
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*	£214,210

Part A: Pupil premium strategy plan

Statement of intent

At Blaise Primary and Nursery, we aim to create success for all learners, including the most disadvantaged by laying foundations, thriving on challenge and believing we can. Our school community values and promotes strong communication and problem-solving skills, showing kindness, courage, resilience, and curiosity to ensure a fulfilling and enriching school life.

The school believes that relationships are key to creating success and enjoys positive collaboration with all our families, who engage whole-heartedly in everyday school life. We work closely with our families to ensure that we collectively have the highest possible expectations for our children, and for them to thrive.

Relationships and a belief that everyone belongs, underpin everything that we do. We are committed to inclusivity, cultural awareness and academic excellence, through continuous improvement.

We consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is central to our approach, particularly in areas where disadvantaged students need the most support. Research shows this has the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged students. The outcomes we aim for include improving attainment for both disadvantaged and non-disadvantaged students alike.

Our approach will be responsive to common challenged and individual needs. Through assessment and research not assumptions about disadvantage.

We will endeavour to ensure:

- Disadvantaged pupils are challenged in the work they are set
- Disadvantaged pupils are not further disadvantaged by poorer school attendance
- Adopt a whole school approach in which all teaching and learning staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Regularly review provision that is in place and act swiftly where actions need to be taken to improve these
- Ensure effective communication between home and school is in place

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers particularly in Key Stage 2.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional difficulties for many pupils
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.
6	The school deprivation indicator is 0.31, the highest quintile, with many of our families coming from within the highest 20% of deprivation nationally. Our school ranks in the lowest 20% nationally for pupil base and school location deprivation.
7	Almost half of PP pupils at Blaise have SEND, 68% of our pupils with an EHCP are in receipt of PP funding.
8	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with fundamental age-related mathematical knowledge and skills.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Data for Phonics and EYFS GLD to be in line with or exceeding National PP outcomes. • Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.
Pastoral provision is in place to support children understanding and manage their emotions	• Children with ACES and trauma are well supported and can access learning in school • Internal data shows improvement of children's scores
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Attendance of disadvantaged pupils is in line or above national average and in line with attendance of non-disadvantaged peers
Improved writing attainment among disadvantaged pupils.	• Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.
Improved maths attainment among disadvantaged pupils.	• Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £4000 to be purchased when researched	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 3,
Purchase of Fred's Fluency subscription to secure stronger reading outcomes for all pupils. £324	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
Leadership time for SLT to ensure Instructional Coaching is delivered to support teachers to continue to improve	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1,2,3,5,6,7

quality first teaching. (10 Hours x NW, RM, JT, SC, JH, VB) £42ph £4200		
UKS2 Targeting Teacher Support £15,600	Led by assessment and review additional teaching hours in KS2 to address gaps, including through academic intervention.	1,2,5,6
40% of Raising Attainment Lead £33,360	Leading on ensuring data is used effectively to identify and address gaps in learning	1,2,5,6
Additional learning support in KS1 £32,200	Additional TA time facilitates targeted intervention and increases opportunities for class teachers to work directly with our most vulnerable learners. Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1,2,5,6
40% of release for Deputy SENCO £2737	To support the growing needs of the school.	7
40% of additional release for Early Reading Lead £1965	To continue to support the sustainment of Early Reading as was as providing one to one coaching	1,2

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

Budgeted cost: £42,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x TA to deliver targeted phonics and reading interventions. 12hr/week £11,889	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1,2,4,7
Continuation of Numicon Intervention programme £513 - training and subscription 1 x TA to deliver targeted interventions. 12hr/week £11,889	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 8
KS2 learning hub run by 2 x TA 2.5 hours/adult for 3 terms £1270	Additional small group intervention after school, informed by class teachers addressing gaps in learning to target groups. The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk) National Tutoring Programme Guidance	1,2,6,
40% of Speech & Language therapist. £8112	Oral language interventions | Teaching and Learning Toolkit | EEF	1,6,7

Reading plus subscription renewal to secure stronger reading outcomes for all pupils. (£3230)	https://www.readingplus.com/research-results/	2,6
1 x TA to deliver targeted maths interventions. 6hr/week. £5945	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: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF	1,8
Widget subscription renewal to support adaptive teaching £116	Oral language interventions | Teaching and Learning Toolkit | EEF	1,2,5

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

Budgeted cost: £72,001

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Safeguarding Support Workers to offer support to families in need.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4,6

Attendance support and monitoring £12880 £40% of BG8 salary		
Behaviour lead – additional release to ensure implementation of whole school relational policy, proactive work on meeting SEMH's needs and support for staff. Coordinating mental health and wellbeing interventions £1982 2 hours per week of BG8	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Improving_Social_and_Emotional_Learning in Primary Schools | EEF	3,6
Pastoral Team – Pro-active and reactive support for children with social, emotional and mental health needs £25101	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3,6
Emotional Literacy Support Assistants to deliver interventions to identified children £15856 2 x 8 hours of BG8	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,6,1

Good Autism Practice Training through BAT Team £900	Improving_Social_and_Emotional_Learning in Primary Schools | EEF Approaches for developing social and emotional learning EEF	3, 7
North Star SEMHs training for ECTs £300	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	
Maintenance of Sensory rooms and calm spaces across the school to meet growing sensory needs of children £2500	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) Improving_Social_and_Emotional_Learning in Primary Schools | EEF	3,7
Embedding of our whole school approach to emotional regulation through creating calming spaces within every classroom £2000	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	1,3,6
A free breakfast club run by 2 teaching assistants to identified vulnerable families £1982	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	6,4

Implementation of Hamish and Mylo – Wellbeing resources and intervention for children £1000	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	1,3,6,7
Curriculum enhancements – trips, workshops and visitors £3000	EEF - Provision of a range of initiatives to extend children's experiences https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	4,6,7
Yr6 Residential Camp £4500	EEF - Provision of a range of initiatives to extend children's experiences https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	4,6,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous Pupil Premium Strategy

Intended outcome	Success criteria	Progress
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Due to enhanced capacity of therapists more children are being seen by therapists. Wellcomm assessments in EYFS show an improvement throughout the school year. Through triangulation the use of colour semantics has had a positive impact on improving language and vocabulary.
Improved reading attainment among disadvantaged pupils.	Data for Phonics and EYFS GLD to be in line with or exceeding National PP outcomes. • Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.	Phonics data in Y1 is broadly in line with national outcomes. Disadvantaged pupils are making accelerated progress, with most now achieving age-related expectations. Overall, PP attainment is broadly in line with peers and above national benchmarks.
Pastoral provision is in place to support children understanding and manage their emotions	• Children with ACES and trauma are well supported and can access learning in school • Internal data shows improvement of children's scores	Daily *meet and greet* check-ins, expanded lunchtime provision, and proactive pastoral support have improved readiness to learn and pupil wellbeing.
To achieve and sustain improved attendance for all	• Attendance of disadvantaged pupils is in line or above national average and in line with attendance of non-disadvantaged peers	Disadvantaged attendance continues to improve. Although still below National

pupils, particularly our disadvantaged pupils.		the gap is decreasing.
Improved writing attainment among disadvantaged pupils.	• Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.	Writing remains a whole school priority. Writing outcomes for PP in KS2 remain in line with national.
Improved maths attainment among disadvantaged pupils.	• Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.	The attainment gap between PP and non-PP is decreasing. Maths outcomes for PP in KS2 remain in line with national.

KS2 SATS 2025	National	Blaise	National PP	Blaise PP	National Higher Standard	Blaise Higher Standard	Blaise PP Higher Standard
Reading	75%	77%	63%	65%	33%	30%	25%
Writing	72%	78%	59%	60%	13%	20%	10%
Maths	74%	70%	61%	60%	26%	22%	0%
Combined	62%	63%	47%	50%	8%	12%	0%

Attendance

	2021-2022	*2022-2023*	*2023-2024*	*2024-2025*
PP	*86.07%*	*88.65%*	*88.44%*	*90.49%*
Non-PP	*90.66%*	*90.83%*	*90.87%*	*92.63%*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**

Hamish and Milo	Hamish and Milo
Widgit online	Widgit software ltd
Numicon	Oxford University Press
Reading plus	Dream Box Learning
Fred's Fluency	Fred's Teaching

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.