

Pupil premium strategy statement

Blackboys CE Primary School

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	139
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	School year 2025 - 26
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Graham Sullivan (Head)
Pupil premium lead	Sophie Levey (SENCO)
Governor / Trustee lead	Katharine Hall and Michael Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14, 410
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£6, 400
Total budget for this academic year	£20, 810

Part A: Pupil premium strategy plan

Statement of intent

At Blackboys Primary we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance in life.

We are a small rural school of 139 pupils (September 2025) and for the year 2025-26 approximately 5% of our pupils are in receipt of the Pupil Premium Grant.

This is well below the national average.

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. work of the Sutton Trust.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We work with families to make sure children get the support they need.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed and we aim to ensure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a "can do" attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.

- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
 - Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
 - We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced teachers and HLTAs to teach children individually and in small groups, working on focused targets to boost attainment.
- Funding for emotional support and building confidence and self-esteem through counselling and play therapy.
- Funding for enrichment activities. E.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities.
- Additional individual or small group tuition programmes tailored individually for those children who need a boost to their learning, eg small group reading and writing.
 - TA support for 1:1 work or small groups in maths and English.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
 - PP and other vulnerable group pupils who are in danger of underachieving.
 - PP and other vulnerable group pupils for whom low attendance is an issue.

- PP pupils who are achieving well and need to be extended and challenged.

Our PPG Report will be updated regularly and reviewed annually.

The next review will be in September 2026.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children are not making accelerated progress in reading, writing and maths
2	Some disadvantaged children are not as engaged in reading for pleasure as other pupils.
3	Some of our vulnerable pupils do not have the same access to cultural capital and broader life experiences as their peers.
4	Some disadvantaged children need support with their mental health and emotional well-being

Intended outcomes

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

Intended outcome	Success criteria
Raised attainment in reading, writing and maths for all vulnerable pupils.	All staff will have training about identifying and correcting misconceptions and adaptive teaching techniques. All staff and volunteer readers will have training on how to maximise the impact of 1:1 reading with children. Book scrutiny and regular teacher assessment shows that reading, writing and maths skills for vulnerable children are improving and any gap between them and their peers is closing. Also shown by termly formal assessment (reading and maths) reviewed at regular Pupil Progress Meetings.

Improved engagement in reading among vulnerable pupils	Whole staff and reading volunteer training from CLASS impacts significantly on the quality of 1:1 reading and increases engagement in reading across the school, Children are invited to choose books to be bought and included in Mr Sullivan's special collection. The wide range of motivating texts means more children are ready to engage with adults on books they are enjoying. More children join in with voluntary reading activities (writing book reviews, entering competitions etc) and join our lunch time Book Club. Reading assessments show improving accuracy and comprehension skills (MARK and other formal assessments). More children report back that they are enjoying their reading as part of Pupil Voice.
For all children to experience the broad life experience that builds cultural capital	All children will take part in the European Day of Languages and vulnerable children will be encouraged to take an active part in Take Over Day. All vulnerable children will visit the theatre, a castle, a book shop and join in all class visits and activities. All children in Upper KS2 will have the opportunity to visit France twice, once in Y5 and again in Y6.
For our all our children to feel safe and supported at school.	Over 90% of our vulnerable children will report feeling safe and supported at school. All classes are using appropriate emotional regulation resources. Qualitative data (Pupil, Voice and questionnaires) show that pupils feel understood and able to let adults know how they are feeling. Focus children will have counselling support. Pupils report feeling safe and happy at school.

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: All training met from other budgets/or core training

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school adaptive teaching training through Ringmer Alliance - no cost to school Whole school reading training from CLASS - no cost to the school	EEF recommends that high-quality professional development (PD), especially where there is a focus in developing teaching techniques and focusing on practical and specific pedagogical skills is an effective use of PPG funding.	1, 2

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

Budgeted cost: £7,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 sessions with qualified teacher £2,333	Focused teaching with qualified teacher. Education Endowment Foundation. One to one tuition: +5 months impact	1, 2
Extra TA support in class, including behaviour support 1:1 £4,000	EEF: Good Use of TAs - TAs providing support in class to pupils in developing self-help and independence skills. Also high quality targeted interventions in small group and 1:1, particularly for reading	1, 2, 4
Maths booster with qualified teacher £700	Focused teaching with qualified teacher. Education Endowment Foundation. One to one tuition: +5 months impact	1

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

Budgeted cost: £9,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling £2,000	EEF: Focus on Social and Emotional Learning improving interactions with others and managing emotions can have a significant positive impact on pupils (+4 months). Ensuring that children develop core learning skills of good self-esteem, resilience and perseverance.	4
Curriculum resources £400	Resources specific to the needs of individual vulnerable children	1, 2
Non-curriculum resources £250	Resources specific to the needs of individual vulnerable children	2, 3
PPG enrichment trips £2,500	Supported by evidence from the Sutton Trust and the Social Mobility Commission. Although not directly referenced by the EEF, cultural capital is relevant to aspects which are (Arts Participation, Homework, Sports Participation, Outdoor Adventure). Our children have the opportunity to visit a castle, a theatre and bookshop locally.	4
Breakfast and after-school clubs, residential visit in 2025 and class trips. Music and extra-curricular sports lessons £4,350	Full participation in all activities on offer at school (including KS2 French trip in both years 5 and 6).	3
KS2 Residential trip		3, 4

Uniform £150	EEF; evidence is weak for the impact of uniform in isolation. But at our school smart uniforms reflect our school vision statement 'to be the best we can be'. We encourage the children to look smart, and feel confident and ready to learn. All children will have a smart uniform to wear to school.	1, 4
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Total budgeted cost to date: £16, 683 (as at October 2025)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

How do children in receipt of PPG achieve compared with their peers?					
Y2 Class teacher assessment July 2025 Y6 SATS Summer 2025 (whole cohort in bracket)					
Reaching the expected level	Reading	Writing	Spelling, Punctuation and Grammar	Maths	Combined Reading, Writing, Maths
Year 2 (1 pupil) (No SEN/PPG crossover)	100% (95%)	0% (73%)	-	100% (73%)	-
Year 6 (3 pupils)	100% (91%)	100% (86%)	66% (86%)	100% (91%)	100% (82%)

(33%SEN/PPG crossover)	National figure for all pupils 75%	National figure for all pupils 72%	National figure for all pupils 73%	National figure for all pupils 74%	National figure for all pupils 62%
Children make good progress from their individual starting points. In KS2 there is no significant gap between the attainment of children with PPG and their peers. The vast majority of children have positive attitudes towards learning and say that they enjoy school (Pupil Questionnaire Summer 2025). They want to be the best they can be (John 10.10). Attendance is excellent for all children. All children have access to a smart uniform and PE kit. They are confident and happy learners.					

Externally provided programmes

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

Programme	Provider

Further information (optional)

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