

# Pupil premium strategy statement – Bleasby CofE 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	122
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	12/12/25
Date on which it will be reviewed	12/10/16
Statement authorised by	Russyn Cast Head teacher
Pupil premium lead	Russyn Cast
Governor / Trustee lead	Gordon Burton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,920

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Self-regulation &amp; Metacognition</b> Observations in lessons and at non-structured times have shown that some of the children find it more difficult be organised for different sections of the day and find it harder to retain focus during lessons. This can impact directly on learning in the classroom, or indirectly through loss of time.
2	<b>Attainment in English</b> Two of the 5 children are currently significantly below age related for English and one is slightly below. This could impact on the children's access to other learning and future life chances.
3	<b>Attainment in Maths</b> Four of the 5 children are significantly below age related for Maths.
4	<b>Ability to manage emotions and relationships</b> A number of children in school are having difficulties in compromising with others, forming new friendships and finding positive ways to play. This is also the case for a number of PP children, some of whom have had the additional challenge of joining the school after the reception year.
5	<b>Access to enrichment activities</b> School offers a range of paid-for enrichment activities such as music tuition, sports clubs and languages. For some of the children, financial constraints would limit what they are able to engage in, which limits their opportunity to develop additional skills. This could also include breakfast club and tuck for a child who arrives late and is sometimes hungry.

## 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
<p>Children are better able to self-regulate. The impact of lessons is increased for children who can have difficulty focusing or being organised.</p>	<ul style="list-style-type: none"> <li>• Teachers have a good understanding of ADHD and strategies to support children with ADHD.</li> <li>• Teachers are able to apply Trauma informed practice</li> <li>• The reviewed behaviour policy is used effectively and supports children in self-regulating.</li> <li>• Behaviour logs show that PP children are no more likely to receive a red card than none-PP children. Data for disruption in the cohorts is lower than the previous year (or the same if already very low)</li> <li>• Lesson observations show that teachers employ a range of positive behaviour strategies to support children in being focused or organised.</li> <li>• The reviewed Teaching and Learning Policy is used effectively and increases the use of strategies to support retention and engagement.</li> <li>• Lesson observations show that the teacher has planned lessons that enable the child to retain focus (considering structure, activity, seating position, support)</li> <li>• Lesson observations and discussion with the child show that they have been able to take on board the key learning and complete the task.</li> </ul>
<p>Children who are below ARE in English make at least expected progress, and, where there are no other barriers, close the attainment gap.</p>	<ul style="list-style-type: none"> <li>• Lesson observations show adaptation made in English lessons enable the children below ARE to make good progress.</li> <li>• Lesson observations show adaptation made in other lessons ensure literacy is not a barrier to learning in other areas</li> <li>• Termly Pupil Progress meetings identify strategies in place and progress made.</li> </ul>
<p>Children who are below ARE in Maths make at least expected progress, and, where there are no other barriers, close the attainment gap.</p>	<ul style="list-style-type: none"> <li>• Lesson observations show adaptation made in Maths lessons enable the children below ARE to make good progress.</li> <li>• Termly Pupil Progress meetings identify strategies in place and progress made.</li> </ul>

<p>Children in school are supportive of each other and actively support those who can struggle to make friends or to manage disagreement. Children who struggle with this are supported in developing strategies.</p>	<ul style="list-style-type: none"> <li>• Identified children have taken part in ELSA or similar interventions.</li> <li>• A new behaviour policy is embedded practice and observable throughout the school.</li> <li>• Play equipment, quiet area and buddy bench are in place, with clear signage and expectations for use.</li> <li>• Children take on roles on the playground in supporting others.</li> <li>• Identified children have a reduced number of incidents or are able to articulate positive steps in friendships.</li> </ul>
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## 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: £ 3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma informed practice training for 2 members of staff</i>	<a href="#">A critical review of empirical support for trauma-informed approaches in schools and a call for conceptual, empirical and practice integration - Watson - 2025 - Review of Education - Wiley Online Library</a>	1 and 4
<i>Lego therapy training for 1 member of staff</i>	National Autistic Society 'Using Lego therapy' <a href="#">Microsoft Word - LEGO therapy research Studies Report.docx</a>	1 and 4
<i>ADHD training for 1 member of staff, to inform practice across school</i>		1 and 4
<i>Staff meetings and INSET on specific needs, adaptive practice and effective intervention</i>	EEF 5 a day principle NASEN – differentiation 'Why and How' Early Career Framework – Adaptive Teaching	1

<i>INSET and paired observations on specific aspects of teaching and learning to support AfL, retention and engagement.</i>	EEF 5 a day principle. Quality first teaching	1
<i>Continued ELSA supervision (1 morning per term)</i>		1 and 4
<i>Elevate teaching programme MITRE 1 member of staff and 1 facilitating</i>	EEF 5 a day principle	1

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

Budgeted cost: £ 6,020

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Power of two maths intervention</i>	<a href="#">Evidence   123 Learning</a>	3
<i>ELSA</i>	<a href="#">Other Research – ELSA Network</a>	1 and 4
<i>Small group pre/post teach in English (increasing in summer)</i>	EEF – deployment of teaching assistants	2
<i>1:1 reading</i>	EEF – deployment of teaching assistants	2
<i>Small group pre/post teach in Maths (starting in summer)</i>	EEF – deployment of teaching assistants	3

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

Budgeted cost: £ 1,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Access to breakfast club or tuck, where finances are a barrier</i>	<a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	5

<i>Access to Music and Art activities where finances are a barrier</i>		5
<i>Access to school visits and residentials where finances are a barrier</i>		5

**Total budgeted cost: £ 10,920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In September 2024, there were 5 children eligible for pupil premium.

Three in Y3, one in Reception and one in Y5 (who left before the end of the year)

2 further children joined midyear

For the 3 primary children who were with us for the full year, internal teacher assessment shows:

	Average points progress over the year (6 = expected)	Percentage at ARE
Reading	5.00	33%
Writing	4.25	33%
Maths	3.17	33%

Progress was slow on average with the gap widening for two of the children.

Maths was not focused on for intervention last year and also had the least progress.

All of the 4 children engaged in extra curricular clubs:

2 of the children engaged in music lessons in school.

3 of the children engaged in sports sessions in school

Attendance for PP pupils in 2024/25 was 95.7%

This was 3.6% above the national average for PP attendance and 1.2% above the general national average for attendance. However, it was below whole school (97.6%).