



Pupil Premium  
Strategy  
Statement

November

**2023-25**



## Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bloemfontein Primary School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	97
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Anne-Marie Lewis (HT)
Pupil premium lead	Anne-Marie Lewis (HT)
Governor / Trustee lead	Eric Dodd (Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,035

# Part A: Pupil premium strategy plan

## Statement of intent

*The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most and to support schools to raise the attainment of socially disadvantaged children. Our aim is for all pupils to achieve their full potential both socially and emotionally, with the gap between PP pupils and non-PP pupils, in all core subjects, to be narrow.*

*Staff at Bloemfontein Primary are passionate about ensuring all pupils receive a high quality, enriched curriculum that is inclusive to all. We identify potential barriers and our interventions, resources and strategies in place in order to reduce inequalities. We are committed to raising standards for every child and invest resources and time to ensure that every child receives the support and challenge that they require to succeed. The PP funding will be used to support the learning, development, engagement and experiences of all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. In order to achieve this, we take an evidence-based approach and spend the funding on initiatives that are likely to have the most impact.*

*High-quality teaching is essential and is at the heart of our approach.*

*In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*

## School Context

*Bloemfontein Primary is a small primary school which is located in Craghead in County Durham. As of 1st January 2018, Bloemfontein Primary, became part of a Multi-Academy Trust (Stanley Learning Partnership) where it is one of ten local primaries.*

*The school draws its intake, in the main, from the wards of Craghead, Annfield Plain and South Stanley. These wards have very high levels of social and economic disadvantage. School Deprivation Index (SDI) 0.35 compared to the national rate of 0.21.*

*There is a greater than average eligibility for Pupil Premium 64% (National rate is 31%). Percentage of pupils with SEND is currently at 25%.*

*Since school faces a range of challenges, resulting from degeneration of the local area, it aims to:*

- Provide broad and balanced learning experiences which enable pupils to develop socially, emotionally, spiritually and academically.*
- Promote a strong ethos of inclusion and aims to ensure that all pupils achieve their full potential.*
- Work effectively with external agencies to support pupils with a wide range of complex additional needs.*
- Build strong partnerships with organisations within the local community including the local church and chapel, the library, plant nursery and local forest school.*
- Involve parents and carers in all aspects of school life so they can support their children's learning.*

*Bloemfontein Primary School believe that our practice ensures the individual needs of our pupils are met, including those of our most vulnerable pupils. It is our desire that no pupil is left behind and we strive to ensure our PP funding is used effectively to achieve this.*

## Challenges

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

Challenge number	Detail of challenge							
1	<p>Emotional resilience of pupils who are eligible for pupil premium is significantly low compared to their peers and they may need to develop their learning skills to be ready to learn such as organisation, focus and resilience. By KS2 many PP pupils are already working with external services and often present with complex social and emotional needs.</p> <p>Lack of enrichment opportunities during the pandemic has negatively impacted attainment due to increased social and emotional issues.</p>							
2	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. Oral language skills are often lower for disadvantaged pupils which impedes reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding.</p> <p>Pupil premium is higher than national in all current year groups 2023-24:</p> <table border="0"> <tr> <td>EYFS 65%</td> <td>Year 1 44%</td> <td>Year 2 50%</td> </tr> <tr> <td>Year 3 63%</td> <td>Year 4 56%</td> <td>Year 5 54%</td> <td>Year 6 68%</td> </tr> </table>	EYFS 65%	Year 1 44%	Year 2 50%	Year 3 63%	Year 4 56%	Year 5 54%	Year 6 68%
EYFS 65%	Year 1 44%	Year 2 50%						
Year 3 63%	Year 4 56%	Year 5 54%	Year 6 68%					
3	<p>Low attendance rates for some pupil premium pupils impacts on their learning adding to greater gaps in conceptual understanding across the curriculum as well as their basic skills.</p> <p>The education and wellbeing of many of our pupils has been impacted by partial school closures – this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.</p>							
4	<p>Some pupil premium pupils lack experiences that enrich their understanding and knowledge which negatively impacts on their learning and comprehension.</p> <p>A large number of PP eligible children do not enter Nursery and/or Reception at age related expectations.</p>							
5	<p>Many pupil premium pupils do not have support for reading at home. Staff have to ensure that there are opportunities in school to support and value reading. Assessments and observations with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>							

## 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>Improved emotional resilience for pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience via targeted and direct interventions as well as whole school ethos and Quality First Teaching.</p>	<p>Access to a school counsellor – CwC &amp; Relax Kids Therapy Pupils who require support with emotional resilience/anxiety identified and grouped for interventions.</p> <p>Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (HT, SLT, SENCO, Attendance Officer, Family Support Worker).</p> <p>A lower level of behavioural incidents for PP pupils on CPOMS.</p> <p>Lesson obs/learning walks/assemblies highlight examples of resilient learners.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>Resilience Warrior incentive rewards weekly and termly.</p> <p>Increase in participation in enrichment activities.</p>
<p>Oral language skills are often lower for disadvantaged pupils which slows reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding.</p>	<p>Oracy to be developed throughout the school curriculum and speaking and listening opportunities to be visible in class through learning walks/lesson observations and assessments</p> <p>Guided reading sessions to include elements of retrieval, meaning and inference – Reading Vipers.</p> <p>Whole school vocabulary displays in every classroom – display curriculum areas and subject specific vocabulary.</p> <p>Daily class novel read by the teacher to the class with key vocabulary discussed.</p> <p>PSHE lessons to include circle time where listening and speaking skills are explicitly taught.</p> <p>RWInc Phonics flashcards to be used regularly throughout the day to focus on key sounds and words.</p> <p>Communication and language approaches emphasised across EY highlighting importance of spoken language and verbal interactions. This includes reading aloud to children, discussing books, drawing attention to letters and sounds and introducing new vocabulary in context.</p>
<p>To continue to establish good attitudes to attendance/ punctuality and reduce persistent absence.</p>	<p>Sustained high attendance across all year groups.</p> <p>% of non-attendees at least in line with national average.</p> <p>Increase in attendance rates for pupil premium pupils.</p> <p>Reduction in parental contracts/referrals to DCC.</p> <p>After school provision and wrap around care will be offered to priority pupils free of charge.</p>

	<p>100% Attendance will be rewarded termly.</p> <p>Highest attendance class weekly will receive non-uniform reward for following week.</p>
<p>A greater proportion of pupils exposed to a wider range of social, cultural, artistic, creative, enrichment and sporting experiences.</p> <p>Classroom coverage of the curriculum reflects the intent to increase cultural capital.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p>	<p>Opportunities to participate in a wide range of extra-curricular activities.</p> <p>Visits/visitors to support and enhance learning.</p> <p>Access to school trips and external visits to support knowledge and understanding (including residential where appropriate).</p> <p>Opportunities to develop personal skills such as resilience/confidence/self-esteem through access to roles of responsibility in school.</p> <p>Access to Forest School curriculum</p>
<p>Increased amounts of children reading at home and at school and development of a reading for pleasure ethos.</p>	<p>Increase in attainment for reading for all pupils.</p> <p>All classes read to daily at end of each day.</p> <p>All pupils to read a book matched to their ability in school.</p> <p>Each class to have identified target readers who do not have support for reading at home and read with them in school each week.</p> <p>Reward prizes to be book tokens or books.</p> <p>Travelling Book Company in school at least twice a year.</p> <p>Weekly book reward per class for a child who has gained a raffle ticket (read at home at least 3 times a week with an adult).</p>

## 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

Budgeted cost: £72,650.00

Activity	Evidence that supports this approach	
<p>Improve wellbeing and emotional resilience for pupils by providing CwC counselling, access to SEMH services and implementing whole school Resilience Project.</p>	<p>High rate of behavioural incidents for pupils with unaddressed SEMH difficulties. Pupils have difficulty in regulating and expressing their emotions. Low levels of participation, productivity, self-belief and love of learning in pupils with underlying anxiety or emotional resilience. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	1

<p>SENDCO to support in developing policies and practices.</p> <p>Improve the quality of social and emotional learning through embedded educational practices and supported by CPD for all staff.</p> <p>Prioritise referrals to outside agencies for PP pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p> <p>Ensuring a multi-faceted approach, including improving staff CPD and buy-in, whole-school approaches alongside targeted intervention and whole school teaching of wellbeing strategies and small group work is planned.</p> <p>Enhanced provision and practice relating to SEN by providing whole school training in relation to overcoming barriers to learning and meeting individual needs including the progress of complex learners.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Swifter access to support from external agencies has shown that early support has a greater long-term impact on families. Access to therapeutic services to support needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, bereavement etc</p>	<p>1, 4</p> <p>3, 4</p> <p>1</p>
<p>Ensure identified staff have received paid for training to develop high quality teaching standards.</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of mastery approach to teaching: High impact for very low cost based on limited evidence (+5)</p> <p>Given the impact of missed teaching and learning opportunities due to COVID/lockdowns and isolations it is a priority to ensure that children who have missed large sections of teaching in KS1 continue to have systematic phonics tuition and intervention.</p> <p>Targeted interventions for individuals are also key. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Read, Write Inc Phonics will be used for whole class and targeted intervention and benefits have been reported by DfE.</p>	<p>2</p> <p>5</p> <p>5</p>

	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p> <p>EEF findings show that high quality teaching has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	2, 5
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## Targeted academic support

Budgeted cost: £52,500.00

Activity	Evidence that supports this approach	
Expand the range of high interest-low ability phonetic reading books for struggling readers to ensure children are reading books of interest and age appropriate matched to their ability.	<p>Funding will be spent on purchasing new non-fiction books.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> +6 months</p> <p>Reading Plus Whole School Licence £9,000 for 3 years (3rd year £3,000)</p>	2, 5
Continued subscription of a DfE validated systematic synthetic phonics programme (RWInc) to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 5
Set up small group spelling/reading and writing intervention for pupils struggling with spellings, vocabulary and writing.	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group</a> +4 months</p>	2
Targeted 1:1 reading with children in school who do not receive support for reading at home (focus on comprehension strategies)	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> +6 months</p>	5
Targeted small group intervention for identified pupils for phonics	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to 12 weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
<p>Dedicated HLTA/TA time to focus on:</p> <p>Catch up interventions</p> <p>Emotional and social support interventions</p> <p>Theraplay sessions</p> <p>Support within classrooms</p> <p>Whole school CPD</p> <p>1:1 targeted pupil support</p> <p>CwC/Relax Kids</p> <p>Therapy sessions</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 4, 5
NOS CPD subscription provides all staff with access to a wide range of courses to meet safeguarding, social and emotional needs of pupils and SEND.	There is much evidence to show that teacher CPD can have a strong impact on pupil outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017)	1
HT and additional member of staff to participate in Senior Mental Health qualification	MHFA states ' <i>school staff, parents, governors and young people working collaboratively to prioritise wellbeing in every area of school life. It involves giving everyone a voice and looking at the school culture, its curriculum, staff policies, links to local services and training needs – all in the interest of creating a supportive community where everyone can thrive.</i> '	1

## Wider strategies

Budgeted cost: £26,885.00

Activity	Evidence that supports this approach	
<p>Continue whole staff training on Restorative Practice, behaviour management and anti-bullying approaches with aim of developing school ethos.</p>	<p>Targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3
<p>Continue to provide a wide range of after school provision clubs including music, art and drama.</p> <p>Monitor attendance of PP pupils.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=arts">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=arts</a> +3 months</p>	4
<p>Access to a part time social worker within SLT, SENCO surgeries and Family Liaison Officer to support families with early help and access to support agencies.</p> <p>Contribution to the employment of a Family Liaison Officer.</p>	<p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p> <p>To provide personalised support and advice for families – debt management, food poverty, behaviour management, housing concerns, mental health.</p>	1, 3
<p>Holding pupil attendance interviews to ascertain barriers to school</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	3

attendance for disadvantaged pupils.		
Uptake of after school club for disadvantaged pupils and engagement of parents working closely with school.	See above in relation to parental engagement and arts engagement.	4

**Total budgeted cost: £152,035**

## 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 2022 to 2023 academic year.

*Strategies used across the year have been partially successful and school will continue to implement adapted strategies throughout 2023-24 in order to continue to narrow the gap.*

*Internal assessments in July have shown the impact of Covid is still very evident in some year groups – particularly Years 2, 3 and 5. Disadvantaged pupils in some year groups had closed the gap but equally it has widen in some year groups. This will continue to be a focus moving forward to ensure all pupils are receiving targeted interventions to address this issue.*

*Due to continuing staff/pupils' absences, targeted interventions have proved to be quite difficult to monitor impact. This is continuing to be a primary focus next year where hopefully absences will mean pupils access interventions on a more regular basis. Additional support will be required in 2023 to ensure these pupils catch up on the lost learning.*

*The training received to review our behaviour policy and Positive Handling training has not yet reduced the number of behaviour incidents across the year. Restorative approach conversations implemented in Spring term has shown that staff and pupils are responding in a more positive manner to incidents but this needs to continue into 2023.*

*A significant turnover of staff (including Senior Leaders) has enabled Autumn 2023 to start positive and staff are encouraged and motivated to ensure expectations are set high from the start.*

### Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Read, Write Inc	Ruth Miskin
Times Tables Rockstars	TT Rockstars
Speech and Language Programme	Lexia UK

## Further information

Our PP strategy will be supplemented by additional activity that is not being funded by PP or Recovery Curriculum Premium. This includes:

- Funding an additional member of staff to train as senior mental health lead. The training we have identified through HeadSight was selected to focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, to give pupils a voice in how we address wellbeing, support more effective collaboration with parents and develop a mental health and wellbeing policy and ethos across our school.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour and aspirations. Activities will focus on building confidence, resilience and socialising.