

Pupil premium strategy statement: 2025 - 2026 (figures based on number of pupils in 2024-25 and use of funding that year).

School overview

This statement details The Blue School's use of pupil premium funding for the 2024 to 2025 academic year and the impact that spending had within the school.

It also outlines our pupil premium strategy and intentions for spending the funding in the current academic year (2025-2026).

Detail	Data
School name	The Blue School CofE Primary
Number of pupils in school	427
Proportion (%) of pupils in receipt of funding	7% = 30 children
Academic year/years that our current pupil premium strategy plan covers.	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Matt White, Headteacher
Pupil premium lead	Catherine Davies
Governor / Trustee lead	Standards and Curriculum Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Pupil premium plus funding this academic year	£2,630

Part A: Pupil premium strategy plan

Statement of intent

At The Blue School, our intention is that all pupils, irrespective of background or challenging circumstances, make good progress and achieve academically and socially. Our pupil premium strategy provides us with a focus on children who need extra support to flourish and attain the educational outcomes they are capable of. It supports our commitment to disadvantaged pupils, ensuring that their aspirations are comparable to those of their peers. Our school is a safe and happy place. We have high expectations of every child and encourage each individual, whether disadvantaged or not, to excel.

Our pupil premium strategy sits within our School Improvement Plan. We know that the most significant way we can help any child (disadvantaged or not) is through Quality First Teaching. This means creating an inclusive classroom environment with outstanding teaching every day. Our goal is to close the attainment gap for disadvantaged pupils who are performing below their peers, at the same time as setting ambitious targets for those who are more able.

In 2024 - 2025, 30% of our pupils (9 children) in receipt of pupil premium were identified as having special educational needs. All of our pupils benefit from high quality teaching, and in all cases we strive to ensure that they make excellent progress. Our strategy provides for this with further additional interventions through one to one and small group teaching.

Nationally there is still a significant attainment gap between disadvantaged children and their peers, and this gap tends to widen as children grow older. To mitigate these gaps we rigorously track each child, carefully considering what she or he needs in order to succeed. Our approach is rooted in robust diagnostic assessment of the need, followed by tailored interventions, with pupil progress being reviewed on a termly basis. Records of progress are also maintained by The Pupil Premium Lead.

Our aims: The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:

- Assuring the best possible learning experiences in the classroom.
- Having targeted interventions designed to support those who have fallen behind and those with a specific academic, social or emotional need.
- Offering a rich and varied experience for children who are in receipt of funding.
- Adopting a whole school approach, with all staff taking responsibility for the academic and social development of disadvantaged pupils in its care.

The activities outlined in this report are also intended to support our vulnerable children, whether they are disadvantaged or not.

Challenges

The key challenges to achievement among our disadvantaged pupils in 2024-25 were identified as follows:

Challenge number	Detail of challenge
1	Attendance: Attendance of pupil premium children over the last 3 years broadly follows the whole school trend. There are 2 (7%) of pupil premium children for whom attendance has been consistently low (at or below 90%) during this period, despite frequent contact with the parents of these children.
2	SEND: 9 (30%) of pupil premium children are identified as having SEN. This is compared to 12% of the whole school (18% with those being monitored). Despite multiple interventions: 4 pupils who qualify for pupil premium funding and have specific SEN needs are not making expected progress in reading. 4 pupils who qualify for pupil premium funding and have specific SEN needs are not making expected progress in writing. 3 pupils who qualify for pupil premium funding and have specific SEN needs are not making expected progress in maths.
3	EAL: 14 (47%) of pupil premium children have EAL.
5	Enrichment: Our observations and discussions with pupils and families identified that disadvantaged pupils faced a lack of enrichment opportunities.
6	Vulnerable / Disadvantaged Children: Pupils' emotional well-being, social and behavioural needs affect children's readiness to learn and make progress. 15 (50%) of pupil premium children are identified as vulnerable. 2 are not making expected progress.
7	Engagement with parents: There are a small number of parents of pupil premium children that have limited engagement with the school, and with the academic, social and emotional development of their children. However, year on year this figure is decreasing. The Pupil Premium Lead has contacted all parents of pupil premium children, in an effort to re-engage them.

Intended outcomes

The following table 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
Attendance: To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers, reducing the proportion classed as persistent absentees.	Sustained high attendance each year demonstrated by: - the overall absence rate for all pupils being no more than 4%
Progress / Catch up: To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum, ensuring high quality teaching alongside targeted interventions. Ensure KS2 parents take up the opportunity for free online tutoring through Atom Learning (worth £575.90 per year).	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. For PP pupils who were below the expected standards at the end of Summer 2025, an outcome of 100% to make accelerated progress to close the gap. Ensuring children make expected progress from their starting points - 6 points of progress by the end of the year.
SEND: To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for SEND pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Ensuring children make expected progress from their starting points - 6 points of progress by the end of the year, dependent on their SEND status. Ensure that class based interventions for PP children are on-going through the academic year 2025-2026.
EAL: To achieve the School Improvement Plan priority that pupils with EAL achieve exceptionally well.	EAL leaders identified and trained will CPD run for staff. EAL children resources that enable them to access the curriculum.
Enrichment: All pupil premium children taking part in at least one club / extracurricular activity.	Continue to offer lunchtime clubs to give children the greatest flexibility possible to attend clubs. Some PP children are not taking up the opportunity for extracurricular clubs/ music lessons. PP Lead to encourage parents to take up this opportunity.

Vulnerable/ Disadvantaged Children: To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school regularly and able to access high quality teaching and targeted interventions. Members of the inclusion team to support the social and emotional needs. Two ELSAs support KS 1 and 2 children.
Engagement with parents: To improve the engagement of some parents of pupil premium children in children's academic progress and uptake of extracurricular activities provided by the school. This to be achieved through termly communication from Pupil Premium Lead and ongoing class teacher input. Ensure KS2 parents take up the opportunity for free online tutoring through Atom Learning (worth £575.90 per year).	Improved response rate to PP parental questionnaire, letters eg PP eligible letter / questionnaire sent by Pupil Premium Lead to all EYFS, KS1 and KS2 parents July 2025. All pupil premium children taking part in at least one club / extracurricular activity. Atom Learning free tutoring opportunity letter - Oct 2024 and July 2025 (In November 2025 this has been taken up by 8 pupils.

Activity in this academic year

The following table details how we intend to spend our pupil premium funding **this academic year** (2025- 2026).

Teaching

Budgeted cost: £30k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Reading</u> Ensure all class teachers are delivering their daily guided reading groups. School has invested in new literacy scheme Literacy Counts (Ready Steady Write Observations undertaken by English Lead as per Quality Cycle English moderation - As per quality cycle.	From the Forward of DfE The Reading Framework 2023. <i>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.</i> OECD (2002). ‘Reading for change. Performance and engagement across countries. Results from PISA 2000’ Paris: OECD OECD (2021). ‘21st-century readers: Developing literacy skills in a digital world’ Paris: OECD Publishing UCL IoE Centre for Longitudinal Studies (2015). Reading for Pleasure Impact Case Study	2,3,4,6
<u>Maths</u> Ensure implementation of White Rose maths is consistent across the school. Insets provided by JM relating to any updates within the curriculum. Observations undertaken by Maths Lead as per Quality Cycle	See EEF research guidance reports for EY, KS1 and KS2 Improving Mathematics - EEF report Using a mastery approach to deliver maths lessons, using White Rose Education. Teaching Maths In Primary Schools - Government Guidance	2,3,4,6

Maths moderation - As per quality cycle		
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEN pupils	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Complement high quality teaching with small group and one to one interventions.	2
Ensuring teaching staff are trained in order for staff to embed identified interventions for targeted children Cost – Staff meeting time	See EEF research guidance reports for EY, KS1 and KS2 EEF toolkit EEF guide to the effective use of Pupil premium funding.	4
Other staff training impacting the academic, emotional and social development of pupils eg INSET on using puppets in teaching	See staff CDP (2022-2025)	

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

Budgeted cost: £10k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To analyse summative assessment data and identify the children who require more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly. Regular monitoring of targeted interventions.	EEF Toolkit guidance: Teacher Feedback To Improve Pupil Learning EEF Teacher Feedback to Improve Pupil Learning: <i>"All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback 'free'. Large amounts of time are spent providing pupils with feedback, perhaps</i>	2,3,4

	<i>not always productively.”</i>	
Purchased Nesy for use by 10 pupils, 6 of whom are disadvantaged.	Evidence of positive impact on this programme for pupils identified as having or displaying dyslexic tendencies. eg Parliamentary Publications Supports EEF report Using Technology to Improve Learning .	2

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

A record of the costs of annual trips, clubs and events paid from pp funding for each pupil premium child is maintained by the Pupil Premium Lead.

Budgeted cost: £10k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
JA Sports Team Work sessions.	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, with particular focus on small group behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) <i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and</i>	3,5, 7

	<i>wellbeing, labour market success, and good overall health.</i>	
Tailor school communications to encourage positive dialogue about learning. Run Parent Workshops.	EEF- Working with Parents to Support Children's Learning <i>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</i> Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	7
Providing children with opportunities to participate in trips, workshops and extra curricular clubs	Provision of trips, workshops, music tuition and extracurricular clubs is recorded on each PP pupil's individual profile, and shared termly with class teachers.	5

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Staff were trained in dyslexia provision, 'Good Autism Practice in Schools' and other interventions. As a result, children needing further English interventions and modifications to their learning environment were identified. This enabled children to make progress across the curriculum.

Children requiring social, emotional /mental health interventions were supported as a result of staff trained in this area (2 staff trained as ELSAs).

Subscription to online resources and programmes and the purchase of technical equipment to facilitate the use of new and innovative teaching strategies to engage children, such as White Rose Maths and Read Write Inc raised attainment in reading and Maths.

Children were supported in participating in activities outside of the school day which built their self-esteem and connections in the community, such as Tech Club, Chess Club, Arts and Crafts, Book Club and Homework Club.

Externally provided programmes

Programme	Provider
Wellbeing Team Work Sessions	JA Sports
Dyslexia support	Word Nessy
Social and emotional learning	Play Therapy Dejah Sykes
Atom Learning free online tutoring (worth £575.90 per year)	Atom Learning

Pupil premium strategy - pupil progress 2024-2025

The following tables detail the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

A database of year on year progress (including the year pp funding commences for each pupil, and therefore the direct impact made through funded interventions) is maintained by the Pupil Premium Lead).

Year Group	Measure	Score
Year 1	Reading	2 out of 6 children - 1 SEN - (33%) were working towards the expected standard in reading. 4 out of 6 children - 1 SEN - (67%) were working at or above the expected standard in reading.
	Writing	2 out of 6 children - 1 SEN - (33%) were working towards the expected standard in writing. 4 out of 6 children - 1 SEN - (67%) were working at or above the expected standard in writing.
	Maths	1 out of 6 children - 1 SEN - (17%) were working towards the expected standard in writing. 5 out of 6 children - 1 SEN - (83%) were working at or above the expected standard in writing.

Year 2	Reading	2 out of 4 children (50%) working towards the expected standard in reading. 2 out of 4 children (50%) working at or above the expected standard in reading.
	Writing	1 out of 4 children (25%) towards the expected standard in writing.

Year 3	Reading	3 out of 3 children (100 %) - 1 SEN - were working towards or above the expected standard in reading.
	Writing	3 out of 3 children (100 %) - 1 SEN - were working towards or above the expected standard in writing.
	Maths	3 out of 3 children (100 %) - 1 SEN - were working towards or above the expected standard in maths.

Year 4	Reading	5 out of 8 (62%) children were working towards the expected standard in reading. 3 out of 8 (67%) children were working at or above the expected standard in reading.
	Writing	5 out of 8 (62%) children were working towards the expected standard in writing. 3 out of 8 (67%) children were working at or above the expected standard in writing.
	Maths	4 out of 8 (50%) children were working at or above the expected standard in maths. 4 out of 8 (50%) children - 1 SEN - were working at greater depth in maths.

Year 5	Reading	1 out of 7 children (14%) - 1 SEN - were working towards the expected standard in reading. 6 out of 7 children (86%) - 1 SEN - were working at or above the expected standard in reading.
	Writing	1 out of 7 children (14%) - 1 SEN - were working towards the expected standard in writing. 6 out of 7 children (86%) - 1 SEN - were working at or above the expected standard in writing.
	Maths	1 out of 7 children (14%) - 1 SEN - were working towards the expected standard in maths.

		6 out of 7 children (86%) - 1 SEN - were working at or above the expected standard in maths.
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Year 6	Reading	1 out of 2 children (50%) - 1 SEN - working towards the expected standard in reading. 1 out of 2 children (50%) - 1 SEN - working at the expected standard in reading.
	Writing	1 out of 2 children (50%) - 1 SEN - working towards the expected standard in writing. 1 out of 2 children (50%) - 1 SEN - working at the expected standard in writing.
	Maths	1 out of 2 children (50%) - 1 SEN - working towards the expected standard in maths. 1 out of 2 children (50%) - 1 SEN - working at the expected standard in maths.