Pupil premium strategy statement – Bladon CE Primary School – 2024-25

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	103
Proportion (%) of pupil premium eligible pupils	21%
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)**	2024/25 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Vickie Cook, Headteacher
Pupil premium lead	Vickie Cook, Headteacher
Governor / Trustee lead	Emma Verity

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,930
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*	£32,930

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, personal circumstances or the challenges they face, make good progress and achieve high standards across the primary curriculum. As a small village primary school with predominantly mixed-age classes, we are committed to promoting equality of opportunity so that every child can thrive academically, socially and emotionally, regardless of cohort size or class structure.

The focus of our Pupil Premium strategy is to remove barriers to learning and participation for disadvantaged pupils, ensuring they have full access to high-quality teaching, targeted support and the wider life of the school. We recognise the importance of enrichment and extra-curricular opportunities in developing pupils' confidence, resilience and cultural capital and we ensure that disadvantaged pupils can access clubs, educational visits and enrichment activities alongside their peers.

We carefully consider the needs of vulnerable pupils, including those who have a social worker, young carers and pupils facing additional challenges. The strategies outlined in this statement are intended to support these pupils as well, regardless of whether they are eligible for Pupil Premium funding.

High-quality teaching is at the heart of our approach and remains the most effective way to improve outcomes for disadvantaged pupils, in line with Education Endowment Foundation (EEF) guidance. In mixed-age classes, teaching is carefully planned and sequenced to ensure that learning is well matched to pupils' starting points, with clear progression and appropriate challenge for pupils working at different stages. Teachers use ongoing assessment to adapt teaching, provide targeted scaffolding and ensure that all pupils are supported to make strong progress.

Where assessment identifies gaps in learning, timely and targeted interventions are implemented. This includes the use of an external Maths and English tutor to provide additional, focused support through small-group or individual sessions. This targeted provision supports pupils to close gaps, strengthen core skills and build confidence, particularly where learning has been disrupted.

We recognise that pupils' social and emotional wellbeing is fundamental to their ability to engage with learning and achieve well. As part of our wider strategy, we provide targeted support for pupils' social and emotional health through the work of our trained Emotional Literacy Support Assistant (ELSA) and our home–school link worker. This support helps pupils to develop emotional resilience, positive relationships and self-regulation, while also strengthening communication and partnership with families where additional support is needed.

Implicit in our intended outcomes is the expectation that the attainment of non-disadvantaged pupils will be sustained and improved alongside accelerated progress for disadvantaged pupils. Our strategy continues to take account of the ongoing impact of the COVID-19 pandemic on pupils' learning and wellbeing, with a focus on early identification of need and responsive support.

Our approach is responsive, flexible and rooted in robust diagnostic assessment rather than assumptions about disadvantage. In a small school context, mixed-age classes enable staff to know pupils well and respond quickly and effectively to individual needs. The approaches we adopt work together to support pupils' academic progress and wider development. To ensure they are effective, we will:

- ensure disadvantaged pupils are appropriately challenged within mixed-age teaching
- intervene early when gaps or barriers to learning are identified
- adopt a whole-school approach in which all staff take shared responsibility for disadvantaged pupils' outcomes and maintain high expectations of what all pupils can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that disadvantaged pupils often have greater difficulty with writing than their peers.
2	Internal and external assessments indicate that reading attainment among disadvantaged pupils is often below that of non-disadvantaged pupils particularly in years 1, 4 and 5.
3	Internal and external (where available) assessment shows that a significant minority of children have gaps in basic maths knowledge, including their vocabulary.
4	Our ongoing discussions with pupils show that a number of them require additional pastoral intervention, including social, emotional and mental health support.
5	Pupils' wider experiences from their home life are limited for some children. The school's demographic of largely white British means it is important to develop pupil their understanding of key themes i.e. equality, diversity etc and the wider world and community they live in.

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
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	KS2 reading outcomes in 2026/27 show that the number of pupils meeting the expected standard is above the national average. Year 1 phonics check in June each year shows

	that the % of pupils passing the check is above the national average.
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	KS2 mathematics outcomes in 2026/27 show that the number of pupils meeting the expected standard is above the national average. Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).
Improved writing attainment for pupils.	KS2 writing outcomes in 2026/27 show that the number of pupils meeting the expected standard is above the national average.
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Targeted external support is accessed and benefiting pupils and their families.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our writing teaching and curriculum planning in line with Ofsted and	Evidence-based approaches: https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english The EEF guidance is based on a range of the best available evidence:	1

EEF guidance. We will fund CPD and teacher release time.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	

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

Budgeted cost: £12,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund an English and Maths tutor for 2 hours a week to work with small groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2, 3
Teaching assistant deployment and interventions, for example, delivering Number Stacks intervention	Recommended at Maths subject leader network meetings.	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our validated phonics programme.	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be	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, behaviour and relationships with peers):	4

embedded into routine educational practices and supported by professional development and training for staff.	Improving Social and Emotional Learning in Primary Schools | EEF	

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for disadvantaged and vulnerable pupils through the work of our trained Emotional Literacy Support Assistant (ELSA) and our home–school link worker.	The **Education Endowment Foundation (EEF)** identifies **social and emotional learning (SEL)** as having a **moderate impact on academic outcomes**, with an average impact of **+4 months' progress**, particularly when interventions are well-structured and delivered by trained staff. EEF's guidance on **"Improving Behaviour in Schools"** and **"Pupil Premium"** emphasises that addressing wellbeing and emotional needs is an important **wider strategy** that supports pupils to benefit fully from high-quality teaching.	4
The home–school link worker works closely with families to strengthen relationships between home and school, address barriers to attendance and engagement, and signpost families to additional support	Research also shows that **strong home–school relationships** improve attendance, behaviour and outcomes, particularly for disadvantaged pupils. Targeted family support can help address external barriers that negatively affect pupils' readiness to learn.	4

where needed.		
Funding for pupils to attend extracurricular clubs.	Evidence shows attendance at after-school clubs has a range of benefits including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The value of after school clubs for disadvantaged children: https://www.nuffieldfoundation.org/wpcontent/uploads/2019/11/resbr3-final.pdf	4, 5
Extracurricular activities including sports, outdoor activities, arts, cultures and trips	https://educationendowmentfoundation.org.uk/guidance-forteachers/using-pupil-premium Support towards entrance fees and coach travel for school trips. Opportunities for extra-curricular activities.	4, 5
Access to wider range of school activities such as school residentials	Engagement, enrichment, has been positive when children are enjoying a varied activities outside of school hours. The key element lies in convincing students that they can be successful; that coping when things don't work out is a valuable experience; that the skills, attributes and learning developed during a course are transferable to everyday life. https://www.oxfordshireoutdoorlearningservice.co.uk/	4, 5
Contingency fund for acute issues.	Small amount of funding set aside to respond quickly to needs that have not yet been identified	

Total budgeted cost: £33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that at the end of the 2024/25 academic year attainment for pupil premium children continued to be broadly below that of non-disadvantaged peers. The small number of pupil premium children at Bladon School does impact the validity of drawing sweeping conclusions from the statistics, however the broad pattern shows that we continue to need to address the attainment gap.

Year Group	Number of pupil premium chn	Reading attainment expected and above		Writing attainment expected and above		Maths attainment expected and above	
		Non-PP	PP	Non-PP	PP	Non-PP	PP
1	[redacted]	77%	0%	77%	0%	77%	50%
2		42%	100%	59%	75%	83%	100%
3		72%	67%	63%	66%	91%	100%
4		78%	33%	56%	33%	66%	33%
5		100%	50%	77%	50%	77%	75%
6		70%	100%	70%	100%	70%	100%

We have not yet met the outcomes of the previous strategy, of children achieving above age-related expectations in reading, writing and maths but we will continue to implement strategies to close the attainment gap, with a focus on greater than expected progress.

Uptake for extra-curricular clubs was high with pupils accessing funded places for wrap-around care, subsidised karate places and funding for school trips.

Children with emotional difficulties are being well supported by our ELSA and home-school link worker, they are helping children to align thoughts, feelings and behaviours. They also support children to manage any trauma, family relationships and mental health struggles. Parent, child and teacher feedback for the impact of these interventions is very positive. Improving the wellbeing of the majority of our pupil premium children has been successful through the measures introduced over the last year. There continues to be work to do to support specific pupils.

The ongoing development of phonics input continues to have a significant effect with 87% of Y1 passing their phonics screening in 2025.

Tutoring was also very effective and will be continued next year. As was the delivery of the Number Stacks intervention.

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
Nessy – spelling programme	Nessy
Numberstacks – maths intervention	Numberstacks

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**
The impact of that spending on service pupil premium eligible pupils

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.