

Pupil premium strategy statement – Balderstone St Leonard’s 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	89
Proportion (%) of pupil premium eligible pupils	7.87%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026 (review)
Statement authorised by	Victoria Gow
Pupil premium lead	Victoria Gow
Governor / Trustee lead	Janet Leaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£7,400

Part A: Pupil premium strategy plan

Statement of intent

"Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me" (**Matthew 25:40, 45**, NIV)

In line with our school's Christian mission the staff, governor and parent team at Balderstone strive for our pupils to develop a love of learning and to flourish, recognising each learner as an individual and precious in God's sight. Therefore, with this in mind, at Balderstone, we endeavour for *every* pupil to benefit from quality-first teaching which allows them to aim for excellence, overcoming barriers to learning and allowing them to reach their potential.

Annually, our modest pupil premium funding (for 7 children 2023-2024) is allocated following robust analysis to where it will have the most impact on all children, with emphasis on our most vulnerable and valuable of pupils.

The key principles and **ultimate objectives** of our plan are as follows:

- To ensure all children **feel safe and emotionally secure** in our school, so that they are mentally and emotionally able to learn. There is a whole school culture of making our school a "family" and treating every child as unique and valued. All learners are welcomed and positive relationships are explicitly forged, taking into account individual needs. Specific pastoral provision is a priority for those children who need it, this is our whole school ethos of putting the 'least/those who are the most vulnerable first'.
- To ensure **high quality teaching** for **all** children. Our focus is always on innovative and reflective teaching and learning, using the pedagogy which best supports learning and individual learners. Teachers and support staff are well trained and supported. Additional teaching is used effectively. There is a culture of quality first teaching supported by individualised support and targeted academic support, daily keep up not catch up interventions – using a range of one-to-one, group and nurture support.
- To use **effective intervention** where needed. Progress is reviewed termly, through high quality formative and summative assessment and whole school provision mapping ensures the best use of our resources. Individual, tutoring, nurture support, additional specific interventions and the use of outside specialists is all part of ongoing provision. Our children are all known and gaps in learning are highlighted and targeted effectively.
- To close the learning gap between our 'valuable'/disadvantaged children and their non-disadvantaged peers through high quality teaching – especially in reading and early phonics (KS1 and KS2 intervention) and also identifying and targeted mathematics support, ensuring that our disadvantaged pupils make or exceed expected progress shown by key assessment data.

At Balderstone we view each of our learners as 'unique' and this is particularly crucial in our small, mixed-age school – as we get to know our children and families extremely well, focusing on their uniqueness and personalised learning needs. The common barriers to children's

learning at Balderstone St Leonard's are: *lack of self-esteem, mental, physical health and emotional wellbeing issues leading to poor/reduced attendance, inward mobility of pupils joining our school family particularly after KS1, less support from home particularly for reading/early reading, EAL and vocabulary needs manifested in poorer vocabulary and social communication skill development, metacognition and complex health needs which go alongside SEND needs. For many of our most valuable pupils there are complex, traumatic and ongoing domestic and family issues that have an impact on their thriving – emotionally and academically. We also have children who are dealing with the lasting impact of trauma, loss and also the impact of parental imprisonment.*

Balderstone is blessed with our highly qualified and experienced staff team and quality-first teaching is at the very centre of our school's mission and development plan. We strive to a mastery curriculum where children 'keep up' rather than 'catch-up' and where timely intervention and expert, personalised programmes of mediation and tuition are put in place to 'unpick' misconceptions and fill any gaps in learning. High quality teaching and the retention of skilled staff (as identified by research from Education Endowment Foundation) is key to unlocking pupil learning and this is central to our school's strategy – excellence in learning for ALL, closing the knowledge and learning gap for all pupils non-disadvantaged and disadvantaged – ensuring parity in curriculum access and wider school life.

Our Balderstone strategy, linked to our school improvement plans, ensures high quality, timely interventions, targeting support through the use of our own highly qualified staff through the intervention/meet and greet and group and individual nurture sessions for 'valuable' and non-disadvantaged pupils whose learning has been most unsettled.'

Our strategy aims to work towards our aims through:

- Ensuring that our teaching and learning is successful for all – focusing on excellent teaching, informed by high-quality CPD and evidence informed practice and focused on our knowledge rich, well-sequenced curriculum.
- Effective use of assessment strategies to aid the timely identification of learning needs to prevent gaps from appearing in learning.
- Ensuring that enrichment and intervention provision is effective in fulfilling apparent and emerging needs (including mental health and emotional needs.)
- Recognising that not all of our 'valuable' pupils are registered as disadvantaged, therefore utilising support effectively for all learners. We therefore, reserve the right to allocate the funding to support our learning support in ways that benefit and maximise learning for *all* our learners that our school has identified as being disadvantaged.

The range of provision the Governors at Balderstone consider making for individuals include:

- Ensuring that ALL of our children have access to high quality teaching. Therefore, all teaching in school, across core and foundation subjects is at least good or better across the whole school. Staffing and maintaining high quality and staff/pupil ratios is key concern of the governing body.
- Allocating highly qualified and trained learning assistants across each class (every morning and then targeted support for pupils in the afternoons) to support and target ‘keep up not catch up’ pupil interventions. Providing daily reading and phonics support for all eligible pupils.
- Establishing a meet, greet – Brekkie Boost programme for early morning support for most ‘valuable’ pupils.
- One-to-One support on specialist programmes, including mental health, wellbeing and nurture support (provided internally and using external support form `specialist counsellors from Child Action North West/Reachout ASC advisory teaching team.)
- Support payments for enrichment, educational visits, music/sporting lessons and residential trips to ensure children have first-hand/memory making and skill developing opportunities to develop their talents/widen their cultural capital.
- Financial support payments for technology at home/in-school use to ensure pupils have access to technology to enhance learning.
- To ensure SENDCO is allocated time to plan, meet and work with pupils who are disadvantaged with additional SEND needs to ensure high-quality interventions and communication with agencies and parents/guardians to effectively support learning and remove barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils/specialist teachers indicate underdeveloped vocabulary (linked to higher prevalence) of attention, speech, language & communication neurodivergences in our KS1 disadvantaged pupil.</p> <p>Recent assessment data and teacher assessment has shown that there is a gap in the support for reading at home/regularity in reading and vocabulary development between some of our vulnerable and valuable pupils and our non-disadvantaged pupils. Therefore, in order to be successful we must focus on daily reading, vocabulary and comprehension development to ensure that our children love reading at an age-appropriate level, but also understand what they have read.</p>
2	<p>37.5% of our current disadvantaged pupils are non-home grown pupils (that is that they are inwardly mobile and join the school in later year groups). This inward mobility/absence from education prior to their arrival with us means that many pupils have missed extended periods of education and/or missed key learning episodes in phonics/early reading/early maths. <i>In particular, extending fluency and regularity of reading and the impact on this on vocabulary development</i></p>

	<i>and comprehension. Many of these children joined us part way through/after KS1 (or after prolonged gaps in education) and therefore did not experience our excellent phonics programme.</i>
3	<p>87.5% of our current disadvantaged pupils have experienced trauma, family relationship breakdowns or domestic abuse. Many of these pupils and their families have identified early support needs and social, emotional and mental health needs. Teacher referrals for nurture support remain relatively high in school. 7 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, (5 of whom are disadvantaged) receiving small group interventions/ one-to-one support in either play/ELSA or nurture groups. Our assessments, conversations, pupil progress meetings and meetings with parents/carers have highlighted the increasing number of our disadvantaged pupils who have adverse childhood experiences, trauma impacted learning and emotional needs that are requiring additional support and 1:1 and small group interventions, medical and counselling support and nurture.</p> <p>Therefore, in order to address the impact of this we must focus on providing a consistent approach to welcoming children into school, providing ongoing nurture, play and counselling therapy and interventions alongside educational and PSHE learning support to ensure these children feel safe, heard and protected to learn. We must also continue our work on supporting and signposting early help and family support.</p>
4	Attendance of our pupil premium/disadvantaged pupils is excellent in school at 97.9%. However school has noticed, through careful tracking of pupil attendance, that there seems to be a causal link between SEND needs and disadvantage which is creating a double threat of persistent absence for 2 of our disadvantaged pupils.
5	<p>Limited access (for some children) to enriching experiences outside of school that allow the children to build their cultural capital, resilience and new skills, whilst growing in self-belief and confidence.</p> <p>After a full audit of children’s outside school experiences it is apparent that a number of children have very limited outdoor, sporting or cultural experiences outside of school. Therefore, the expansion of our Forest school provision, sporting clubs run within the school day and residential/trips and Arts development are essential for these children</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
All children (including our disadvantaged children) develop a love of reading, read regularly and have proficient (age-expected or above) reading abilities.	<ul style="list-style-type: none"> The attainment of disadvantaged pupils increases in published data and internal assessment data (phonics outcomes, KS1 outcomes, and KS2 outcomes). All disadvantaged (home-grown) pupils

	<p>working at age-related expectations in reading in 2023 SATS tests and 100 or above standardised scores in Year 3, 4 and 5 for reading.</p> <ul style="list-style-type: none"> • The number of disadvantaged pupils working at the expected standard in reading increases. • Disadvantaged pupils achieve (or exceed) 'end of key stage' progress targets, based on their prior attainment. • 100% of disadvantaged children without complex SEND needs, pass the phonics screening test in Year 1 or 2 (if joined school later than Reception) in 2023/2024.
<p>Disadvantaged pupils are able to recall number facts with greater fluency and automaticity to aid access to age-related maths mastery curriculum.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils improve recall scores within Times Tables Rockstars and Numbots applications. • Disadvantaged pupils pass the Multiplication Tables Check in Year 4. • Knowledge of number facts is applied with greater accuracy to problem solving/reasoning and maths journaling. • Disadvantaged pupils make good progress in maths and this is reflected in standardised scores in internal and external assessments of arithmetic.
<p>Pupils are able to access the support structures they need to regulate and understand their emotions to allow them to access learning and maintain stability in behaviour and health.</p>	<ul style="list-style-type: none"> ○ Where necessary pupil needs are identified and meet and greet, nurture support and mentor established. Pupils may be placed on monitoring SEND/emotional needs register for additional monitoring and support. ○ Observations of pupils demonstrates improved ability to regulate emotions and one-to-one support and provision is put in place to provide enhanced support for the pupils who need specialised support. ○ Where necessary, external support from CANW/Reachout ASC, counselling and medical services is put in place and early support is put in place for families. ○ Discussions in pupil voice, worship and PSHE lessons demonstrate an increased awareness from pupils on how to look

	<p>after themselves in body, mind and spirit.</p> <p>Pupils have daily access to extra-curricular opportunities to help with physical and mental wellbeing. Mental wellbeing warriors, prayer spaces and behaviour plan all foster effective mental and emotional regulation. All children feel safe and listened to in school and can therefore achieve and access learning.</p>
<p>New school SENDCo is effectively able to assist parent/carers in signposting support for health/medical and SEND needs.</p>	<ul style="list-style-type: none"> ○ School has clear SEND and intervention provision mapping to ensure that all children, particularly our disadvantaged children with medical needs, can access the correct support (gross and fine motor support, SALT, behaviour) and interventions. ○ Support is garnered from the inclusion hub to support attendance and reduce risk of potential behavioural/exclusions of vulnerable pupils.
<p>All areas of our Balderstone school curriculum provide all pupils with opportunities to develop and deepen their cultural capital and wider enrichment opportunities.</p>	<ul style="list-style-type: none"> ○ Curriculum audits, maps and planning demonstrate clearly how cultural capital, outdoor learning and wider enrichment enhances learning. ○ Pupils all have access to Forest School, outdoor learning, residential trips in KS2 and also develop their understanding of diversity, faith, culture and heritage through involvement in curricular enhancement. ○ 100% of our disadvantaged pupils have access to 1:1 iPad device to access learning opportunities outside of school. ○ 100% of our disadvantaged pupils engage in out of hours or lunchtime extra-curricular sport, music or arts provision and are given opportunities to raise self-esteem through competitions, residential/outward bounds and representing the school in a team/individual event or performance. ○ Parental and pupil voice questionnaires show high levels of enjoyment and engagement. ○ Significant decrease in poor behaviour/lack of engagement at lunchtimes due to enhanced provision.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Introduction of structured communication and language interventions (WELLCOM)</i></p>	<p>Spoken language interventions are matched to our children’s needs/stage of development, to extend their learning and connect our children with their curriculum.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>The EEF highlight the impact of programmes such as WELLCOM (introduced to school Jan 2025) on building communication and language approaches and the high impact these have (especially when started in early years)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1 & 2</p>
<p>Purchase of a programme/CPD to improve active listening, oracy and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills/retention skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Purchase of standardised diagnostic assessments</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	

(Smartgrade 2024-25). Training for staff to ensure assessments are interpreted and administered correctly.	Assessments used to identify pupil gaps/standardise scores and inform interventions.	
Daily reading/reading	To increase reading fluency, decreases cognitive load and over reliance on segmenting and blending in the long term – so work on reading fluency, daily reading and monitoring reading progress (weekly reading for pleasure library sessions too) ensures pupils can read with automaticity. Evidence into Action EEF podcasts - Tim Rasinski, Professor of Literacy Education and author of “The Megabook of Fluency” Investment in Phonetically decodable home reading books for disadvantaged pupils in early reading/developmental phase (across year groups)	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Afternoon structured intervention sessions: 2 x afternoons nurture/metacognition and emotional regulation</i> 3 x afternoons keep up not catch up support for pupils (English and Maths focus)	EEF Teaching assistant deployment	
<i>Learning assistants effectively employed and utilised based on provision map needs to deliver</i>	Using teaching assistants effectively – according to this research is not simply about deployment in classrooms but to provide targeted, well-planned support for individuals and small groups. Teaching assistants will be deployed to provide same	

<p><i>targeted, structured interventions.</i></p> <p>Additional part time support staffing costs: £5062.50 including on costs for 11.25 hours per week 9pm sessions for</p>	<p>day or targeted interventions using CP materials from NCETM and or phonics, reading, writing interventions based on structured intervention programmes.</p> <p>“There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes”. Short sessions of around 30 minutes, several times a week are shown by the research to be the most effective.”</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of outside agencies to support children’s mental and emotional wellbeing.</p> <p>Behaviour support for children who find it difficult to regulate emotions/severe health needs.</p> <p>Wellbeing support for children with ACEs</p> <p>Early help</p> <p>Counselling, nurture and play therapy.</p> <p>Specialist teachers EP support for children in need to assessment for further support.</p>	<p>Effective use of expert counsellors, training and CPD for staff to support children with mental health/emotional needs.</p> <p>Supervision for nurture staff.</p> <p>Social and emotional learning and nurture</p> <p>Counselling therapy support for key children from Child Action North West/MHST East Lancs Trust.</p> <p>Nurture support teaching ELSA trained support sessions weekly.</p>	
<p><i>Weekly participation in additional enrichment activities based around the arts and physical activities. Included in this is financial support for residential and</i></p>	<p>EEF (+1 month)</p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one</i></p>	

<p>enrichment support for PPG children.</p> <p>Residential and outdoor pursuits – Tower Wood subsidy for 2 pupils 2024</p> <p>Weekly sports lunchtime session for all disadvantaged pupils.</p> <p>1:1 ipad purchase for all KS2 disadvantaged pupils- (6 pupils 2024-25) £221.64 year hire</p>	<p>month's progress over the course of a year. Foundational movement skills improved.</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits and improved attendance, enjoyment of school and also focus in lessons – attentiveness. Impact on pupils' cultural capital and life skills.</p>	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve governor and staff training and release time for staff to develop and implement new procedures/working with SENDCO on attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Release time for school SENDCO to work with attendance coordinator (headteacher) to explore support for disadvantaged and SEND pupils.</p>	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

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.