

Pupil Premium Strategy Statement – Blidworth Oaks

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blidworth Oaks Primary School
Number of pupils in school	306 (YR to Y6)
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024 (Last Reviewed September 2025)
Date on which it will be reviewed	September 2026
Statement authorised by	Shaun Walker, Head Teacher
Pupil premium lead	Helen Madeley
Governor / Trustee lead	Laura Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,350
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	£136,350

Part A: Pupil premium strategy plan

Statement of intent

At Blidworth Oaks our aim is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our above average numbers of disadvantaged pupils to achieve this aim.

With our established leadership team, this school has a good understanding of the challenges faced by our disadvantaged pupils generally. Many activities in our Pupil Premium Strategy, although reviewed annually, are considered 'continuous' because we know these activities meet the needs and challenges that the disadvantaged pupils generally enter our school with, in our community. Over a possible 9 years of schooling (when eligible pupils access places for 2 year old provision), we aim for good outcomes for our disadvantaged pupils at KS2. However, we know that some pupils and groups of pupils may have more individual and specific challenges, and so our Pupil Premium Strategy is regularly reviewed to ensure we meet these needs as well.

Ensuring access to high quality teaching is central to our Pupil Premium Strategy. We wholeheartedly believe, and know, that high quality, consistent teaching and learning based in the classroom and delivered by a skilled practitioner makes the biggest difference to the achievement of our disadvantaged pupils. This is confirmed by educational research. As well as a focus on high quality teaching, our **whole school** approach can also be defined as:

- Acting Early – getting pupils into education as soon as possible (from 2 years),
- Early Speech and Language Support – developing into early reading and phonics skills.
- High Expectations – challenge in learning; high expectations of behaviour and conduct.
- Keeping Up – tracking pupils; using diagnostic assessment to identify needs quickly and intervening where needed; an adaptive teaching approach in class.
- Pastoral Support – focused on MHWB and attendance for children and families.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The first nine are our *ongoing* challenges that, generally, most disadvantaged pupils in our school are faced with. The final four challenges (coloured green) are specific challenges identified from the outcomes of the 2023-24 academic year.

Challenge number	Detail of challenge
1	Large, Mixed Age Classes - Our school PAN of 45 leads to mixed age classes of 30 or more in our school. Due to our almost 100-year-old building, the physical space in our classrooms is limited. Large, mixed age classes within limited space affects the quality of teaching for all pupils - but especially significantly less targeting of and personalised learning for disadvantaged pupils in classrooms.
2	Communication and Language Needs – Our assessments and observations within the Foundation Stage show that our disadvantaged pupils often start school with communication and language development - including vocabulary development - that is significantly lower than the national average. This in turn hinders their literacy development, which consequently impacts on every aspect of learning for them at that point and on their future journey.
3	Developing Early Reading Skills – Our assessments and observations show that reading development of disadvantaged pupils is often behind that of their peers. The gap starts with early reading in the Foundation Stage and the development of phonic knowledge. The gap then widens as our children grow older because they have not developed fluent reading techniques and/or efficient comprehension skills. They also lack a love of reading and books, which further holds back their development.
4	Low Levels of Self-Esteem and Resilience – Our pastoral initiatives show that our disadvantaged children often develop low levels of self-esteem and resilience to setbacks. This can result in poor behaviour in school, low aspirations for themselves and a negative viewpoint of their learning ability. This was seen, in some cases, to be linked to slow development of literacy skills early on.
5	Lack of Family Engagement with Schooling – Families of pupils in our disadvantaged subgroup can often be difficult to engage with around education and school in general. This can be due to parent’s own negative experience of, and perceived lack of value in, education. This results in not supporting the children with their daily reading, with homework and non-attendance at events such as TLCs and Seeing is Believing. This is particularly evident as children grow older. Parents often have low aspirations for their children too.
6	Disruptive Home Lives – A significantly higher proportion of our safeguarding and child protection concerns derive from the disadvantaged subgroup, as opposed to the non-disadvantaged. We know that these home issues can have a significant impact on education without support.
7	Overlap of SEN Needs – Often the needs (behavioural, emotional and social needs or academic needs) of a child from the disadvantaged subgroup can be confused with Special Educational Needs. This often requires careful support, and close work with parents and agencies, in order to ensure a child’s needs are identified and met correctly.
8	Disruptive Behaviour – Due to many of the above factors, rates of general disruptive behaviour in school are higher amongst the disadvantaged subgroup.

9	High Rates of Absence and Persistent Absence – Our attendance figures are in line with national figures generally. This is an ongoing challenge, particularly within the disadvantaged subgroup, and pupil premium funding is used to maintain this year on year.
10	Achieving GLD in FS – Although our disadvantaged children make good and accelerated progress across the Foundation Stage, due to their lower levels on entry, a significant proportion of this group do not achieve GLD.
11	Passing the Year 1 Phonics Screening – Our disadvantaged children are consistently passing the phonics test as a result of developing secure staff subject knowledge from the start of Foundation through to Year 1, forensic monitoring and supportive interventions. This then creates solid foundations with which to apply the children's skills to Reading in Year 1.
12	Attainment Gaps in Reading, Writing & Maths – Each cohort brings unique challenges when we are working to reduce specific attainment gaps between disadvantaged and non-disadvantaged pupils throughout KS1 and KS2. We have to maintain a dynamic approach, which keeps under constant review the use of staffing and resources, in order to respond as effectively as possible to the different combinations of barriers that are presented at any one time.
13	Outcomes for End of KS2 SATs – SATs results overall have been below expectations for the past two years. Outcomes for all children in Year 6, and especially disadvantaged pupils must improve.

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
To ensure ongoing, consistently high quality teaching and learning as the most effective method for supporting disadvantaged pupils.	Quality Assurance activities indicate sustained high quality teaching across the school. Outcomes for disadvantaged pupils are good across the school.
To ensure early identification and support for speech and language.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure the effective development of early reading skills for disadvantaged pupils.	Proportions of disadvantaged pupils passing the phonics check in Y1 (and recheck in Year 2) and the proportions achieving ARE or above at KS1 in Reading are broadly in line with and/or above disadvantaged pupils (non) nationally.
To provide effective social, emotional and behavioural support to disadvantaged pupils and families.	Sustained high levels of wellbeing amongst disadvantaged students demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • analysis of behaviour incidents

To increase disadvantaged pupils' attendance.	Reduced gap between disadvantaged and non-disadvantaged pupil absence and persistent absence, whilst maintaining rates of absence in line with and/or above national standards across 2024-2027.
To improve outcomes in GLD for disadvantaged pupils in FS2.	Reduced disadvantaged pupil gap achieving GLD of less than 25%.
To increase attainment in end of KS2 for disadvantaged pupils in Reading, Writing and Maths.	KS2 disadvantaged pupil attainment is at least in line with national disadvantaged pupils and the gap to national non disadvantaged pupils has narrowed across KS2.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Leadership for Disadvantaged Pupils.</i>	Having a designated leader for disadvantaged pupils with designated time to complete that role enables a focus on tracking disadvantaged pupils and the impact of pupil premium strategy actions, ensuring that strategy actions are properly implemented in order to have maximum impact. High Quality Teaching / Implementation	All
<i>Additional teachers to reduce class sizes across Years 1-6 and enable single age classes.</i>	Additional teachers in school enables us to reduce class sizes. This enables an increase in personalised high quality interactions with pupils as well as minimising disruption. It also enables single age classes which has a profound impact on the delivery of the curriculum (eg. more focused planning because of a reduced range of learning needs). High Quality Teaching / EEF – Class sizes	1
<i>Support, including coaching, for the continuous development of quality Teaching and Learning.</i>	Supporting high quality teaching is one of our key ways to ensure good outcomes for all pupils and especially for disadvantaged pupils. High Quality Teaching / Effective Professional Development	10,11,12,13
<i>Maths Hub</i>	Pupil Premium is used to fund a proportion of funding needed to continue our work alongside the Maths Hub, embedding of mastery approach to the Maths curriculum. https://www.ncetm.org.uk/features/how-mastering-number-supports-eal-and-disadvantaged-pupils/ https://www.ncetm.org.uk/teaching-for-mastery/mastery-impact/	11,12
<i>Voice 21 – Establishing an Oracy Framework</i>	Pupil Premium is used to fund a proportion of the school's involvement in the Voice 21 programme. https://voice21.org/publications/	2
<i>Professional development to support the implementation of the Writing Framework</i>	DfE Writing Framework published in June 2025 https://www.gov.uk/government/publications/the-writing-framework	11,12

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech & Language Therapy Provision</i>	Good speech and language assessment and intervention enables pupils to go on to develop good literacy skills. Early Language Development Evidence Review	2, 4
<i>Reading Specialist Support</i>	School based Reading Specialists enable a focus on developing pupil's phonics skills and, as pupils progress, their reading comprehension skills. This happens as early as possible but can also be an intervention where a pupil is not keeping up. Phonics / Reading Comprehension	3, 4, 11, 12
<i>Early Reading Tuition</i>	Additional tuition for phonics and early reading skills focused on pupils in Reception and Year 1. Phonics / One to One Tuition / Small Group Tuition	3, 4, 10, 11, 12

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring</i>	Mentoring involves pairing a pupil with someone who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Mentoring	4, 5, 6, 7, 8
<i>Pastoral Support</i>	Dedicated time available from trained teaching assistant to develop pupil's social and emotional literacy on a one-to-one basis – including self-awareness; self-regulation; relationship skills; social awareness; responsible decision making. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 5, 6, 7, 8, 9
<i>Attendance Support for Persistent Absence</i>	A person dedicated to following up and supporting families on a daily and weekly basis with persistent non-attendance to drive up attendance rates. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5, 6, 7, 9
<i>Daily Breakfast Funding</i>	A daily, consistent, healthy breakfast can significantly support child development, as well as engagement with learning during the school day https://www.family-action.org.uk/what-we-do/children-families/breakfast/	6, 8, 9

Total budgeted cost: £150,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Achievement Data – July 2025

EYFS

- 46% of disadvantaged pupils achieved a Good Level of Development at the end of the Foundation Stage, just below the national average for disadvantaged pupils.

Phonics

- 75% of disadvantaged pupils passed the Year 1 Phonics Check, above the national average for disadvantaged pupils.
- 100% of disadvantaged pupils passed the Phonics Check by the end of Y2, well above the national average for disadvantaged pupils.

KS2

- At 65%, the proportion of disadvantaged pupils achieving the national average in Reading, Writing and Maths combined was above the national average for disadvantaged pupils in 2025. The KS1 to KS2 picture suggests this gap has narrowed compared to national non disadvantaged pupils.
- In 2025, the gap between our disadvantaged pupil attainment and national non disadvantaged pupil attainment has narrowed across KS2.

Other Year Groups

- At the end of KS1, disadvantaged pupil attainment is broadly in line with national averages for disadvantaged pupils, suggesting good progress from starting points.
- In Y3 disadvantaged pupil attainment in Reading, Writing and Maths is in line with national disadvantaged pupil attainment at the end of KS2. Data suggests the gap is narrowing compared to national non disadvantaged pupils.
- In Y4 disadvantaged pupil attainment in Reading, Writing and Maths is below national disadvantaged pupil attainment at the end of KS2. Data suggests the gap is not narrowing compared to national non disadvantaged pupils.
- In Y5 disadvantaged pupil attainment in Reading, Writing and Maths is in line with national disadvantaged pupil attainment at the end of KS2. Data suggests the gap is narrowing compared to national non disadvantaged pupils.

Attendance Data

- Attendance for disadvantaged pupils has improved over the last three years and has risen above national averages.
- In 2024-2025 attendance for disadvantaged pupils was 94.8%, well above the national average for disadvantaged pupils. Persistent absence was also above the national average.

Behaviour

- There has been no change in the number of recorded behaviour incidents perpetrated by disadvantaged pupils. This remains low.
- There were no suspensions of disadvantaged pupils during the 2024-2025 year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- providing additional time for teaching staff to develop their pedagogy using research-based evidence. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- providing bagels for a breakfast snack each morning for those who wish to have one.