

Pupil premium strategy statement – Bleakhouse 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	435 (7/7/25)
Proportion (%) of pupil premium eligible pupils	23.5% (7/7/25)
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)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Joanne Shioleftou
Pupil premium lead	Joanne Shioleftou
Governor / Trustee lead	Sheida Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183615
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£5000
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>	£188615

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

Ultimate objectives for disadvantaged pupils

- Close attainment gaps so disadvantaged pupils make at least expected progress from their starting points and, where possible, achieve at or above national averages in reading, writing and mathematics (RWM) by the end of Key Stage 2.
- Ensure disadvantaged pupils secure strong early reading skills (phonics) so later literacy and curriculum access are not constrained.
- Improve attendance and sharply reduce persistent absence for disadvantaged pupils to enable access to high-quality teaching and enrichment.
- Improve pupils' social, emotional and mental health (SEMH), oracy and readiness to learn so that behaviour, engagement and attainment improve.
- Ensure effective identification and provision for pupils with additional needs (including SEND) so interventions are targeted and sustained.

How this strategy works towards those objectives

- We align all planned activity with the DfE "Menu of Approaches" (Tier 1 High-quality teaching; Tier 2 Targeted academic support; Tier 3 Wider strategies) and the best available evidence from the Education Endowment Foundation (EEF) and other trusted sources.
- We prioritise whole-school improvement levers (teacher professional development, curriculum and assessment), alongside high-quality targeted interventions (small-group / 1:1 tuition, structured phonics and reading comprehension interventions) and a coherent wraparound of wider strategies (attendance, SEMH, family engagement) that remove non-academic barriers to learning.
- We allocate Pupil Premium funding to a mixture of: (a) sustainable improvements to teaching (CPD, curriculum, assessment systems), (b) evidence-based targeted interventions for identified pupils, and (c) proven wider strategies for attendance and wellbeing.

Key principles of the strategy

- Evidence-led: choices are grounded in high-quality, peer-reviewed guidance and EEF guidance reports (links in Activity tables). Every major approach cites the research that supports it.
 - Diagnose → Target → Evaluate: interventions are selected only after high-quality diagnostic assessment; impact is measured and provision adapted. This aligns with EEF guidance on targeting and implementation.
 - Fidelity & capacity: prioritise approaches we can implement with fidelity (training, monitoring, time, staffing); avoid ad hoc or unfunded programmes.
 - Whole-school and pupil-level balance: focus first on whole-class, high-quality teaching (to reduce numbers needing catch-up), then target those who still need additional support.
 - Reduce inequality: strategies give proportionately greater resource to disadvantaged pupils whose attendance, phonics and writing trends are weakest.
 - Inclusion: provision is co-ordinated with SEND and pastoral teams; approaches are adapted where necessary.
- (Framework note: Bleakhouse follows OFSTED and the DfE Menu of Approaches. Where relevant, activity aligns with EEF guidance and implementation best practice. All external evidence cited below is from the EEF and related high-quality reviews; links provided in-line.)

Challenges

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

Challenge number	Detail of challenge
1.	Attendance and persistent absence: school persistent absence (PA) is high (17.4% overall) and very high for disadvantaged pupils (PP PA 27.4%), limiting access to teaching and interventions and contributing to widening gaps.
2	Phonics and early reading: three-year trend shows phonics outcomes significantly below expected levels; phonics is a major barrier to reading and later curriculum access.

3	RWM attainment (with writing weakest): three-year trends show RWM % EXS below national averages; writing is significantly below for disadvantaged pupils.
4	Social, emotional and mental health (SEMH) and wellbeing: SEMH needs (including those affecting attendance, behaviour and engagement) are a key barrier to learning and disproportionately affect disadvantaged pupils.
5.	Oracy and vocabulary: oral language / oracy is a barrier (26.2% EAL / 1st language not English) and links to reading comprehension and writing; subject-specific vocabulary not yet consistently embedded per Ofsted findings.

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
1. Improve attendance and reduce persistent absence (esp. PP)	- Overall attendance increases from 92% (recent PP figure) toward national and local targets (aim $\geq 95\%$ within 2 years). - Persistent absence among disadvantaged pupils reduces from 27.4% to $<15\%$ within 2 years (ambitious multi-year target) and by at least 10 percentage points in year 1. - Fewer missed school days for targeted cohorts; measurable reduction in PA referrals to LA. (Monitored monthly by attendance lead.)
2. Raise phonics outcomes across Reception–Y2 and improve catch-up for older pupils	- Phonics Screening Check pass rates for current Year 1 and Year 2 increase year-on-year; disadvantaged pass rates close the gap with peers (aim: reduce gap by $\geq 50\%$ in 2 years). - Diagnostic screening shows measurable improvement in decoding skills for identified catch-up cohorts (assessed termly).
3. Increase % EXS in RWM (with accelerated improvement in writing)	- KS2 internal assessment data show termly improvements with a target to move disadvantaged cohort towards national averages for Reading, Writing and Maths (RWM) within three years. - Writing: measurable improvements in composition, transcription

	(handwriting/spelling) and sentence construction as shown by moderation and internal assessments.
4. Improve SEMH outcomes, engagement and behaviour	- Reduced SEMH referrals, fewer behaviour incidents and exclusions; improved engagement in lessons. - Pupil and parent surveys show increased wellbeing and feelings of safety; teacher reports show improved readiness to learn. - Successful reduction in incidents linked to SEMH for targeted pupils within one academic year.
5. Develop oracy and vocabulary so pupils can access curriculum language	- Programme of explicit vocabulary and oracy teaching established across EYFS–KS2; assessments (baseline → 6/12 months) show improvements in expressive and receptive vocabulary for target pupils. - Teachers use planned subject-specific vocabulary in lessons and pupils can use that language confidently in oral and written work (evidence via learning walks, book scrutiny and pupil voice).

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.

Notes:

- Each activity is labelled under the appropriate DfE Menu tier and mapped to challenge numbers above.
- Evidence column lists high-quality sources (EEF guidance reports, EEF Teaching & Learning Toolkit and EEF project evaluations). Click the source name to open the report.
- Cross-referencing: Challenge numbers in the Activity tables correspond exactly to the Challenges table.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Whole-school CPD programme: phonics pedagogy and fidelity monitoring (training for all Reception–Y2 staff; refresher for KS2 staff on systematic synthetic phonics principles; lead released for termly fidelity checks and coaching). Implementation includes coaching cycles, lesson observation schedule and phonics coverage map.</p>	<p>EEF: Improving Literacy in Key Stage 1 — recommends effective implementation of a systematic phonics programme and training for staff; notes strong evidence for systematic phonics approaches (EEF Improving Literacy KS1). Also: EEF phonics guidance and trial evidence (Read Write Inc) (EEF: Phonics – mastering the basics of reading; EEF Read Write Inc trial summary).</p>	2
<p>2. Whole-school reading curriculum refinement: adopt a structured, cumulative reading curriculum that integrates decoding, fluency and comprehension; explicit mapping of subject-specific vocabulary in each unit (vocabulary progression). Training for teachers on reading comprehension strategies and modelling.</p>	<p>EEF: Improving Literacy in Key Stage 2 recommends balanced approach (decoding + comprehension), teaching comprehension strategies, and explicit vocabulary teaching (EEF Improving Literacy KS2 guidance).</p>	2 3 5
<p>3. Formative assessment and feedback CPD: develop consistent assessment for learning (AFL) approaches across the curriculum; embed retrieval practice and low-stakes checks to identify gaps (including</p>	<p>EEF: Putting Evidence to Work: A School’s Guide to Implementation & EEF guidance on Feedback and Assessment (Assessing & Monitoring Pupil Progress; Teacher Feedback guidance) (EEF Putting Evidence to Work; EEF Teacher Feedback to Improve Pupil Learning).</p>	2 3 5

<p>subject vocabulary checks). Provide training in effective marking and feedback (immediate and formative).</p>		
<p>4. High-quality subject leadership time (English & Early Reading lead): ring-fenced time for curriculum development, assessment moderation, CPD delivery, and monitoring of disadvantaged cohorts.</p>	<p>EEF: Effective Professional Development and the Teaching and Learning Toolkit emphasise leadership and curriculum planning as key to improving teaching quality (EEF Effective Professional Development).</p>	<p>2 3 5</p>
<p>5. Improve writing pedagogy: explicit teaching of sentence construction, transcription (handwriting and spelling), planning/revising strategies and scaffolded composition across KS1–KS2. Implement regular, progressive writing practice with high-quality modelling.</p>	<p>EEF: Improving Literacy KS1 & KS2 — teaching planning, drafting, transcription, sentence construction and deliberate practice; practice guided by EEF writing guidance (EEF Improving Literacy KS1 & KS2, EEF Improving Literacy in Key Stage 2 PDF).</p>	<p>3 5</p>
<p>6. Oracy and vocabulary in everyday teaching: train staff in dialogic teaching, PEER/CROWD questioning and planned oracy sequences in lessons; allocate short daily vocabulary sessions tied to curriculum topics.</p>	<p>EEF: Oral language / oracy interventions have positive impact on outcomes; EEF guidance and pilot work (Voice21) show promise for planned oracy work (EEF Teaching & Learning Toolkit — Oral language interventions; Voice21: EEF pilot summary).</p>	<p>5</p>

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

Budgeted cost: £38,360.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>7. Daily phonics catch-up (small groups): Rapid, structured synthetic phonics catch-up sessions for Reception–Y2 pupils who fall behind; for older pupils (KS2) phonics consolidation groups using a validated catch-up sequence. Clear entry/exit criteria via diagnostic checks.</p>	<p>EEF: Systematic synthetic phonics has strong evidence and phonics catch-up is effective; EEF Read Write Inc evaluation provides trial evidence for systematic programmes and catch-up benefits for disadvantaged pupils (EEF Phonics guidance & Read Write Inc evaluation, Read Write Inc trial).</p>	<p>2</p>
<p>8. Structured small-group / one-to-one tuition for RWM (targeted): trained tutors (teachers/TAs with training) deliver evidence-based short-term tutoring programmes in reading, writing and maths for pupils identified by diagnostic assessment; use small groups of 2–4 where appropriate.</p>	<p>EEF: One-to-one and small-group tuition are effective when well-targeted and well-delivered; EEF Teaching & Learning Toolkit summaries for One-to-one tuition and Small group tuition (EEF One-to-one tuition; EEF Small group tuition).</p>	<p>2, 3</p>
<p>11. Make best use of Teaching Assistants (TAs): deploy trained TAs to deliver structured programmes with explicit training, lesson scripts and regular monitoring; maintain link between TA sessions and classroom teacher planning.</p>	<p>EEF: Making Best Use of Teaching Assistants guidance — TA-delivered structured interventions can be effective when TAs are trained and supported (EEF Making Best Use of Teaching Assistants).</p>	<p>2, 3</p>

Wider strategies

Budgeted cost: £ 50, 068.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>12. Attendance improvement programme: appoint / designate an Attendance Lead; implement rapid, personalised parental communications (nudge letters, daily/weekly attendance text messages), early telephone contact, termly attendance reviews, home visits for families with rising absence, and targeted support plans for persistent absentees. Work within local authority protocols for persistent absence.</p>	<p>EEF: Supporting school attendance guidance and Rapid Evidence Review on Attendance Interventions highlights the importance of tailored parental communication, early contact and a multi-component approach (EEF Supporting school attendance; EEF Attendance interventions rapid evidence assessment).</p>	<p>1</p>
<p>13. Breakfast club + targeted breakfast provision for vulnerable cohorts (remove barriers to morning attendance and readiness to learn).</p>	<p>EEF attendance evidence indicates meal provision and wraparound support can form part of multi-component attendance strategies with potential benefit where need exists (EEF Supporting school attendance review).</p>	<p>1, 4</p>
<p>14. SEMH and whole-school SEL rollout: adopt the EEF primary SEL recommendations — explicit SEL timetable elements embedded into classroom routines, teacher CPD, and small group SEMH support (e.g., ELSA / trained pastoral staff)</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools guidance; EEF Teaching & Learning Toolkit SEL evidence (improves behaviour, wellbeing and attainment when embedded) (EEF Improving SEL guidance; EEF Teaching & Learning Toolkit — SEL).</p>	<p>4</p>

<p>for pupils with higher needs. Link to MH services where required.</p>		
<p>15. Emotion coaching / attachment aware practice + nurture approaches for targeted pupils: train pastoral staff and selected teachers; create nurture pathways / safe spaces and structured programmes to re-engage pupils with high SEMH need.</p>	<p>Evidence reviews of SEMH and nurture approaches show benefits where implemented coherently and with staff training — EEF SEL guidance and scoping reviews of SEMH approaches (see EEF SEL and UCL scoping review cited in EEF guidance). (EEF Improving SEL guidance; UCL/SEMH scoping literature summarised in sector evidence).</p>	<p>4</p>
<p>16. Parental engagement and family support: run targeted parent workshops (reading at home, attendance expectations, phonics home practice), translated materials for families where first language is not English; use parent liaisons for EAL families.</p>	<p>EEF: Supporting attendance and Parenting/Working with Parents guidance highlight parental communication and engagement as important levers for attendance and learning outcomes (EEF Supporting school attendance; EEF Guide to the Pupil Premium overview).</p>	<p>1, 2, 3, 5</p>
<p>17. Targeted oracy blocks & drama/oracy clubs for disadvantaged pupils (including EAL): small group oracy sessions with explicit modelling, role play and structured talk activities (use Voice21 resources where applicable).</p>	<p>EEF: Oral language interventions have a positive impact on learning and reading comprehension; Voice21 pilot shows promise for oracy programmes and feasibility in schools (EEF Oral language interventions — Toolkit strand; Voice21: EEF pilot summary).</p>	<p>5</p>
<p>19. Linked SEND/PPG funding for specialist assessments and multi-agency support: ensure early referral, speech & language</p>	<p>EEF: Guidance on SEND in mainstream schools emphasises high-quality diagnosis and targeted support; literacy guidance recommends referral when targeted interventions do not close gaps (EEF</p>	<p>2, 3, 4</p>

therapy (SALT) and OT where indicated to support phonics, SEMH and fine motor/transcription needs.	SEND guidance ; [EEF Improving Literacy reports]).	
--	--	--

Total budgeted cost: £188, 615

Monitoring, evaluation and governance

- Termly monitoring cycle: Senior leadership (HT / DHT), Pupil Premium Lead and governors to review monitoring data each term (attendance, PA, phonics checks, reading comprehension, writing progress, SEMH referrals and intervention impact). Use RAG criteria and case studies.
- Baseline → interim → exit measures: Each targeted intervention will have pre/post diagnostic measures and an agreed pupil-level success metric (progress steps, accelerated progress months). Whole-school measures (attendance, PA%) reported monthly.
- Implementation fidelity: regular learning walks, coaching notes, intervention session checks and termly external moderation for phonics/reading/writing.
- Governor oversight: named Pupil Premium governor receives termly impact report and challenges school leadership on value for money and evidence alignment.
- Use EEF “Putting Evidence to Work” implementation checklist when introducing new interventions to ensure training, resourcing and monitoring are in place ([EEF Putting Evidence to Work](#)).

Appendix: Key school contextual points (for clarity in monitoring)

- Bleakhouse Primary: 2FE primary with nursery; Ofsted Good (June 2023). Above-average deprivation. Large grounds; two buildings (one PFI).
- Disadvantage and demographics: 31.3% disadvantaged (Pupil Premium), FSM 29.9% (126 pupils). Diverse intake: ~40–42% White British, significant Asian and Black populations; 26.2% first language not English (compared with 21% nationally). SEND register 17.2% (9 with EHCP).
- Current priorities aligned with the strategy: EYFS quality and attainment; SEND teaching & assessment; refining wider curriculum vocabulary; embedding writing improvements and developing leadership capacity.

This document represents Bleakhouse Primary School’s evidence-informed and contextual pupil premium strategy for the current academic year and will be reviewed termly by leadership and governors to measure impact and inform future allocation of Pupil Premium funding.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In addition to experiencing school closures due to COVID-19, the Year 6 children in 2024-2025 had not had access to systematic, synthetic phonics teaching throughout their EYFS and KS1 experience. This only began when Bleakhouse Junior School expanded to become Bleakhouse Primary in September 2020. During the Autumn Term of 2020 Read, Write Inc. was introduced and the children began their Phonics learning journey. As this was later than expected in their primary education the teaching of Phonics continued into Key Stage 2 for these children. Consequently, there was an impact on their attainment starting points at Key Stage 2.

Year 6 Reading 68%, Pupil Premium funded children 59%

Year 6 Maths 68%, Pupil Premium funded children 59%

Year 6 Writing 55% Pupil Premium funded children 35%

Year 6 Combined RWM 48% Pupil Premium funded children 35%

Parents who have English as an Additional Language have been supported to develop their knowledge of the English school system. They have accessed sessions that have included how to support their child's learning with Phonics and engaging with school more generally. This impact of this is that families are more skilled to support their child's attainment and increased rate of progress at home in turn securing appropriate/better than expected progress. For some children, they have had their learning across the curriculum supported as explanations have been given in home language/English vocabulary taught.

FSW has used bespoke approaches including a range of Early Help to impact positively on increasing the attendance of children who were persistently absent. This has resulted in a decrease the number of children with an attendance below 90% by 21% between February 2025 and May 2025 and 69% with this attendance moving closer to 90%.

FSW also proactive in providing support to individual families and seeking referrals to external agencies when appropriate. As a result, families are supported in a timely manner as their needs and support to address these is identified.