Bligh Primary School: Pupil Premium Strategy Statement (2026–2027) and Strategic Performance Review (2025–2026)

1. School overview and statutory funding summary

Bligh Primary School (Juniors) operates as a three-form entry primary provision serving 295 junior pupils within Strood West, a densely populated urban ward in the Medway Towns. Functioning in a catchment defined by entrenched socio-economic challenges, the strategic deployment of Pupil Premium funding is anchored in the principle that context must never dictate a child's educational trajectory. Aligning Pupil Premium expenditure with statutory Department for Education (DfE) requirements and Education Endowment Foundation (EEF) evidence based guidance, provides the structural mechanism required to decouple socio-economic disadvantage from academic potential. By integrating high-quality first teaching, targeted speech and language interventions, and multi-agency pastoral support, this strategy establishes a plan to remove learning barriers, elevate core literacy and numeracy attainment, and ensure every pupil achieves secondary readiness.:

School information	Governance and operational information
School Name	Bligh Primary School - Juniors
Number of Pupils	295 Juniors
Proportion of Disadvantaged Pupils	42.3% (FSM6 baseline: 42.57%)
Pupil Premium Allocation (Current Academic Year)	£226,842 core allocation / £237,935 total integrated budget
Academic Years Covered by Statement	2025–2026 Strategy Review & 2026–2027 Strategy Plan
Publish Date	September 2025 (Annual statutory update: September 2026)

Review Date	July 2026
Statement Authoriser	Christian Markham, Headteacher
Pupil Premium Lead	Christian Markham, Headteacher / Pupil Premium Lead
Governor Lead	Elisha Anti, Lead for Disadvantaged Pupils

Evaluating the relationship between the high Key Stage 2 FSM6 density (42.57%), total integrated budget allocation (£237,935), and historical baseline outcomes (58% Reading, 51% Writing, and 52% Mathematics) highlights the profound environmental pressures shaping the Strood West catchment. Contextual intelligence from the School Self-Evaluation Form (SEF) demonstrates that the school's immediate ward ranks 2nd locally on the Income Deprivation Affecting Children Index (IDACI) and 1st for Educational Deprivation, placing the institution in the 2nd national quintile for overall deprivation. In Key Stage 2, more than four in ten pupils experience acute, persistent socio-economic disadvantage, arriving with severe vocabulary deficits, elevated cognitive load, and underdeveloped academic stamina.

2. Statement of intent

The strategic vision at Bligh Primary School is defined by an uncompromising commitment to *"Ambition for All"* and the operational mantra of securing a life of *"Choice"* for every pupil. Leaders firmly reject socio-economic context as a justification for underachievement. Instead, Pupil Premium funding is deployed as an active engine for social mobility, engineered to equalise educational opportunity, accelerate core literacy and language acquisition, and disrupt cycles of intergenerational poverty.

Vision

- Operational Mantra: *"Ambition for All"* , empowering pupils to secure a life of *"Choice"*.
- Ultimate Strategic End-State: Ensuring every pupil leaves Key Stage 2 fully Secondary Ready, equipped with the academic stamina, metacognitive independence, emotional resilience, and character strength required to thrive in secondary education and beyond.

3. Barriers to learning (2026–2027)

Barrier	Specific Identified Learning Barrier	Removal Mechanism
Academic & Language Barriers	• Underdeveloped Oral Language: Only 40% meeting ARE in Communication/Language upon entry. • Transcription Deficits: Handwriting mechanics impairing presentation legibility. • Inconsistent Grammar Application: "Cusping" Y6 EXS/WTS pupils failing to apply TAF rules independently. • GDS Writing Ceiling: Key Stage 2 Writing GDS "Below (sig-)" nationally for 3 consecutive years (2024–2026).	Dedicated Speech & Language TA delivering targeted outreach. • Standardized *Ready, Steady, Write* & SPACE Oracy framework. • Daily 15-minute SPaG retrieval & GDS acceleration cohorts. • B book looks audits checking unprompted TAF grammar application.
Wider & Environmental Barriers	• Digital Poverty: Socio-economic limits restricting home learning and digital retrieval. • Attendance & Punctuality Risks: Persistent absence vulnerabilities among FSM6 cohorts. • Morning Emotional Dysregulation: Domestic stress, improper sleep, and poor nutrition impacting readiness to learn. • Socio-Economic Deprivation: Entrenched community poverty, housing volatility, and family trauma in Strood West.	• Universal 1:1 Chromebook rollout across Key Stage 2. • Pre-school Morning Mindfulness sessions (30 mins pre-bell). • CPOMS pastoral triage & daily SLT gate presence. • Expansion of Inclusion Team capacity to 7.0 FTE under Inclusions lead. • Multi-agency coordination via Strood West Convening Group.

4. Part A: Pupil Premium Strategy Plan for 2026–2027

The Pupil Premium Strategy Plan for 2026–2027 is aligned with the DfE and EEF tiered framework. Total projected expenditure for the academic year is £237,935 .

Strategic Gap-Reduction Targets

Strategic Focus Area	Short-Term Review Target	Final Target (Target Date: July 2027)
Progress in Reading	Reduce the attainment gap in Reading between Pupil Premium (PP) and Non-PP pupils by 10%.	Achieve 75%+ combined EXS+ with PP reading progress matching non-PP national averages.
Progress in Writing	Reduce the attainment gap in Writing between PP and Non-PP pupils by 10%.	Eliminate the GDS writing ceiling ("Below sig-"), securing 15%+ GDS in Key Stage 2 Writing.
Progress in Mathematics	Reduce the attainment gap in Mathematics between PP and Non-PP pupils by 10%.	Sustain MTC excellence (65%+ securing 25/25) and achieve 80%+ EXS+ in Key Stage 2 Maths.
Attendance Equity	Sustain FSM pupil attendance above 92.6% (+2.6% above peer median) and keep PA below 12.3%.	Reduce persistent absence among FSM pupils below 10.0% and maintain overall attendance above 95.0%.
Wellbeing & SEMH	Maintain upper-quartile SEMH attendance ranking (ranked 1st of 20 regional peer schools).	Sustain 1st place regional peer ranking for SEMH cohort attendance and maintain zero permanent exclusions.

Three tiered spending allocation (£237,935 Budget)

Tier 1: Quality First Teaching (Projected Budget: £80,000 | 33.6% of total budget)

- Supernumerary Leadership & Co-Teaching Cover (£60,000): Deployment of supernumerary teachers to secure protected coaching time for Deputy Headteachers and Assistant Headteachers. Provides direct QFT co-teaching, mentoring, and additional HLTA deployment in Key Stage 2 to support low-attaining pupils.
- Educational Technology, Platforms & Pedagogical CPD (£20,000):
    - Continuation of the universal 1:1 Chromebook rollout across Key Stage 2 (validated by ImpactEd research).
    - Deployment of digital AfL platforms: *IXL, Accelerated Reader, Reading Plus, maths.co.uk, EdShed, TT Rockstars*.

    - Implementation of IRIS video reflection technology and TTed for peer coaching triads, focusing on the lowest 20% cohort.
    - Utilisation of *Mindflick* for staff self-reflection and team cohesion.

Tier 2: Targeted Academic Support (Projected Budget: £26,000 | 10.9% of total budget)

- Reading & Writing Attainment / Progress (£26,000):
    - Embedding *Accelerated Reader* and *Reading Plus* across Years 3–6, including new text acquisition.
    - Embedding *Ready, Steady, Read* across Key Stage 2.
    - Implementation of the *Ready, Steady, Write* framework to standardize writing instruction.
    - Introduction of *Essential Letters and Sounds* (ELS) phonics with targeted Year 3 phonics catch-up groups.

Tier 3: Wider Strategies (Projected Budget: £131,935 | 55.4% of total budget)

- Pastoral, Family & Therapeutic Staffing (£131.935):
    - Inclusion leader overseeing a team of 6 non teaching staff including; DSL, SENCO, SENCO assistant and medical needs lead Learning mentor, Child base therapist, speech and language teaching assistant and learning mentor
    - Deployment of an ELSA-trained Learning Mentor for targeted emotional and academic access support.
    - On-site Child-Based Therapist (in post from September 2024).
    - Early Language Acquisition:Implementation of Nuffield Early Language Intervention (NELI) in EYFS. Deployment of a dedicated Speech & Language Teaching Assistant to deliver targeted language targets across Key Stage 2.
    - Transition Lead working with secondary feeder schools to support vulnerable pupils from Year 4 to Year 9.
- Readiness for Learning: Pre-school Morning Mindfulness sessions running 30 minutes prior to the start of the school day for dysregulated pupils.
- Attendance & Punctuality Support: Acquisition of specialist external attendance support targeted at the lowest 20% attendance cohort and FSM6 families.

5. Monitoring

This strategy requires robust governance, monitoring and quality assurance to prevent variance and maintain accountability.

Governance

- Maritime Academy Trust (MAT) Executive Oversight: Strategic capacity building, financial auditing, and termly peer reviews conducted by the MAT CEO, CFO, and Education Director.

- Local Advisory Committee (LAC) Governance: Strategic challenge and monitoring led by Governor Lead Elisha Anti, holding leaders accountable for FSM6 outcomes, SDP priorities, and expenditure impact.
- Senior Leadership Team (SLT) Routines: Pupil Progress Meetings led by Headteacher/Deputy head teacher, Inclusions lead, and other leads to track intervention efficiency.

Monitoring & Implementation Matrix

Implementation Domain	Core Implementation Challenge	Mitigating Action & Oversight Protocol	Key Accountability Leads
Tier 1: Teaching	Ensuring equitable access to coaching and CPD across all teaching staff throughout the year.	Timely identification of teaching gaps via planned learning walk cycles; pre- and post-CPD impact tracking; Pupil Progress Meetings.	Headteacher and MAT Education Director
Tier 2: Targeted Support	Ensuring ring-fencing intervention time.	Ring-fencing specialist time for NELI; investing in 1:1 Chromebooks; prioritizing NELI staffing at planned and reactionary levels. Reading plus curriculum time.	SENCo/Inclusions lead Subject Leads/ Curriculum AHT
Tier 3: Wider Strategies	Engaging hard-to-reach families facing acute socio-economic challenges and housing volatility.	Multi-agency coordination via the *Strood West Convening Group*	Head teacher and Deputy head teacher/Inclusions team.

Quality Assurance

- IRIS Video Coaching Triads: Cross-phase teacher triads use IRIS video technology to record live instruction. Teachers analyse talk ratios, questioning depth, and signal compliance in collaborative peer-coaching groups, refining classroom practice without high-stakes observations.

- Book looks: Senior leaders and English Lead conduct work scrutinies focusing on Year 6 "cusping" pupils. Audits check presentation legibility and unprompted application of Year 6 TAF grammar (passive voice, modal verbs, hyphens, semicolons) in independent writing books prior to statutory assessment submission.
- Trust moderation: Cross-trust moderation sweeps alongside MAT Education Directors verify teacher assessment validity and calibrate internal judgments against national benchmarks.
- Monthly FSM6 progress meetings: Monthly PPMs track FSM6 performance differentials, driven by the core query: *"So what difference has this specific intervention made?"*

This monitoring framework ensures continuous evaluation, providing the diagnostic foundation for reviewing prior academic outcomes.

6. Part B: Review of 2025–2026 strategy and outcomes

Evaluating the outcomes of the 2025–2026 strategy provides essential intelligence for refining ongoing practice and verifying the impact of Pupil Premium expenditure.

Review of Last Year's Strategic Aims vs. Outcomes

Historical Strategic Aim	Evaluated Academic & Pastoral Outcome	Strategic Impact Analysis
Aim 1: Raise and sustain attainment and progress.	Combined SATs RWM outcome reached 58% EXS+. Year 4 Multiplication Tables Check (MTC) achieved national excellence: 66% secured 25/25 full marks (92nd percentile nationally, mean score 22.6 vs 21.6 national).	MTC success (+23% above national average) proves that daily digital retrieval (*maths.co.uk/IXL*) and CPA frameworks led by Eleanor work. Lower combined SATs were driven by writing GDS caps and baseline SLCN deficits.
Aim 2: Provide social and emotional support.	Expanded 6.0 FTE Inclusion Team (ELSA, EBSA, therapies) achieved high impact. SEMH cohort attendance reached 94.2% (ranked 1st out of 20 regional peer schools).	Validates inclusion expansion under SENCo Wendy. De-escalating dysregulated pupils restored learning time and secured upper-quartile attendance for vulnerable cohorts.

Aim 3: Increase engagement via targeted support.	1:1 Chromebook rollout completed across all year groups. High engagement recorded across *IXL, Accelerated Reader, EdShed, and maths.co.uk*.	Completely eliminated digital poverty; provided reliable, real-time AfL metrics for classroom teachers.
Aim 4: Improve attendance and behaviour.	Overall attendance reached 94.6% (ranked 9th of 21 peer schools); Persistent Absence dropped to 12.3% (4.4% better than peer median); FSM attendance reached 92.6% (+2.6% above peer median).	Accredited DfE Behaviour Hub Graduate status validated. Behaviour interventions significantly reduced low-level classroom disruption.

Deep-Dive Analysis: MTC Success vs. Writing Recovery Roadmap

Deconstructing MTC Success

The Year 4 MTC performance (66% securing 25/25, 92nd percentile nationally, mean score 22.6) demonstrates that where explicit daily digital retrieval practice (*maths.co.uk/IXL*), visual pedagogical frameworks (CPA), and clear diagnostic tracking are executed with total fidelity, disadvantaged pupils overcome baseline deficits to achieve national outcomes.

The Structured Writing Improvement & Recovery Plan

To resolve historical writing underperformance identified in the SEF and IDSR (where Writing GDS remained "Below sig-" from 2024–2026), English Lead has established a targeted recovery roadmap applying these exact retrieval mechanics to written composition:

Autumn Term Phase: SPaG Retrieval & Baseline Tracking

- 15-minute daily SPaG retrieval targeting Year 5/6 technical weaknesses (passive voice, modal verbs, hyphens) to secure unprompted rule application.
- Baseline TAF and GDS individual trackers established for EXS/WTS boundary pupils; GDS Acceleration Cohorts launched.
- Key Stage 2 handwriting push to remove mechanical transcription barriers; Anti-Bullying display integrating writing, oracy, and PSHE.

Spring Term Phase: Extended Stamina & Book Audits

- Extended writing stamina displays and deep-dive book look audits evaluating independent versus scaffolded drafting.
- Operational Target: 80%+ of Year 6 pupils securing 3+ un-scaffolded EXS/GDS independent writing pieces.

Summer Term Phase: Moderation & STA Submission

- Execution of Year 6 Trust and Local Authority moderation sweeps, STA statutory data submission, and comprehensive strategy review.

Ongoing Monitoring Routines

- Monthly Pupil Progress Meetings auditing FSM6 progress gaps, supported by bi-weekly internal book looks and termly Trust moderation sweeps.

Multi-Year Trajectory

The table below outlines the multi-year combined Key Stage 2 RWM SATs trajectory, tracking recovery toward the final Operation 2027 target:

Strategic Milestone Phase	Combined KS2 RWM Outcome (EXS+)	Performance Differential vs. National Average & Impact Analysis
2023–2024 Historical Baseline	64%	+3% vs National Average (61%). Established strong foundational baseline.
2024–2025 Historical Baseline	54%	-8% vs National Average (62%). Impacted by elevated SLCN entry deficits.
2025–2026 Review Outcome	58%	-5% vs National Average (63%). +4% recovery; MTC excellence (92nd percentile).
2026–2027 Culmination Target	75%	Operation 27 Culmination Target: Complete gap closure & GDS recovery.