Bligh Primary School (Infants)

Pupil Premium statement

2025-26

Pupil premium strategy statement 2024-2025

School overview

Metric	Data
School name	Bligh Primary (Infants)
Pupils in school	292 Infants
Proportion of disadvantaged pupils	26.9%
Pupil premium allocation this academic year	£78,380
Academic year or years covered by statement	2025-2026
Publish date	September 2025
Review date	July 2026
Statement authorised by	Christian Markham
Pupil premium lead	Christian Markham
Governor lead	Elisha Anti

Disadvantaged pupil data for last academic year (end of KS1 children at the Expected standard) -July 2025

Measure	Score
Reading (meeting the expected standard)	50%
Writing (meeting the expected standard)	53%
Maths (meeting the expected standard)	70%

Disadvantaged pupil performance overview for the last academic year- July 2025

Measure	Score
Meeting expected standard in phonics Year1	63%
Meeting the expected standard in phonics KS1	80%

Strategy aims for disadvantaged pupils

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Achieve 75% expected standard	July 2026
Attainment in Writing	Achieve 75% expected standard	July 2026
Attainment in Mathematics	Achieve 75% expected standard	July 2026
Phonics	Achieve at least the national average expected standard in Phonics in Year 1 and Year 2.	July 2026

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at the end of year 1.

Measure	Activity
Priority 1 Provision of Quality First Teaching (£25,000)	Improvement of Teaching and Learning through focused support for both teachers and learners from Assistant Headteacher. Disadvantaged champion ensuring that children have access to the curriculum in its broadest sense. Increased release time for EYFS and KS1 reading leads to support the T & L of those in phase. Support for teachers will take the form of coaching, mentoring, team-teaching and personalised CPD input, supported by the use of IRIS.
Priority 2 Focused CPD in Mathematics (£10,000)	Embedding of Mastering Number Maths in EYFS and KS1 as a whole class teaching strategy. CPD for lead teachers on mastering number. KS1 maths lead Purchasing manipulatives to resource CPD CPD in pedagogical knowledge for teachers (evidence based) in whole class approaches.
Barriers to learning these priorities address	Lack of evidence based strategies/ approaches it ensure effective learning.

	Limitations in adult subject knowledge and pedagogy (depth and breadth)
Projected spending	£35,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading Attainment/ Reading Progress (£3,000)	Further develop Accelerated Reader for all pupils Y2 ready for transition. Further develop Steps to Reading ready for junior transition and KS2 to target reading attainment and progress Embedding of ELS across the school. Targeted phonics interventions for children at risk of not meeting the required standard in Y1 and Y2 phonics screening. ELS spelling introduced to YR2 Additional daily 1 to 1 reading with disadvantaged pupils who don't read at home. Resourcing of quality texts to engage disadvantaged (particularly non fiction). Release time for 2 Early Reading Leads and phonics.
Priority 2 Early Language Acquisition (£9,000)	NELI for EYFS and speech and language TA ready for transition. Staff CPD child development and C and L Communication and language project in nursery- staff CPD and funding resources. Work with parents/ carers on communication and language (Time to Play/Flo/workshops plus) Full trained SALT practitioner.

Barriers to learning these priorities address	Access to curriculum and learning through insufficiently developed language and reading skills.
Projected spending	£12,000

Wider strategies for current academic year

Measure	Activity
Priority 1 Support of families and children (£56,100)	Learning Mentor and additional TA's for time limited focussed support for children to enable them to access their learning. Family Liaison Officer to provide targeted support for families to ensure children attend school and access their learning. (attendance and wider parenting support) Child based therapist employed to support children's emotional needs through play therapy, draw and talk, Lego Therapy and ELSA. Inclusions team input through SALT, external expertise. Time to Play sessions for families with children under 5 (targeted families) led by nursery lead. Newly appointed post of child based therapist. Early identification of most vulnerable families from nursery lead, liaising with Inclusions team and external organisations. Employment of two qualified nursery teachers to allow for early intervention and capacity to support families.
Priority 2 Readiness for learning at the start of the school day. (£1,900)	Targeted Meet and greet, sensory circuits and breakfast to prepare children to settle with transition into school.
Priority 3 Attendance and punctuality. (£4,000)	Acquisition of external support for the lowest 20% and PP families.
Barriers to learning these priorities address	Access to appropriate learning through poor attendance and/or punctuality. Lack of readiness to learn through pastoral issues/ physical issues (lack of sleep/ nutrition).
Projected spending	£59,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring equality of access for the support and CPD on offer throughout the year.	Planned CPD for teachers and TAs - impact measured through

	Ensuring that gaps/ areas for improvement in Teaching are identified in a timely fashion.	data collected at start and end of CPD/ Support processes. Appropriate monitoring and evaluating of classroom practice and progress of learners through planned cycles of teaching and learning and pupil progress meetings.
Targeted support	Ensuring sufficient technology available for AR to be run effectively. Ring fencing of specialist/ intervention time for NELI programme.	Investment in Chromebooks for flexible use for year 2 - Junior ready. Prioritisation of NELI in staffing at planned and reactionary levels.
Wider strategies	Engaging families facing the most challenges. ImpactEd feedback.	Work with other agencies to ensure a linked up, supportive approach. Strood West Convening Group. Proactive approach to all aspects of inclusion (finding and fixing/ supporting)

Review: last year's aims and outcomes

Aim	Outcome
Further raise and sustain standards of attainment and progress.	Phonics outcomes remained stable against national picture.
Increase learning opportunities with a broad, rich and balanced curriculum.	Wide curriculum offer supported through Cornerstones.
Social and emotional support through targeted therapies and interventions.	Increased offer through the inclusions team capacity.
Increase engagement through targeted support groups.	Capacity from AHT in KS1 lead to better monitoring and planning for 'junior ready' PP children
Improve attendance and behaviour.	SEAAS impact on groups. Attendance improved for all groups including PP,