Bligh Primary School

Pupil Premium statement- Juniors

2025-26

Pupil premium strategy statement 2025-2026

School overview

Metric	Data
School name	Bligh Primary
Pupils in school	295 Juniors,
Proportion of disadvantaged pupils	42.3%
Pupil premium allocation this academic year	£220,988
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 progress scores for last academic year

Measure	Score
Reading (expected or above)	58%
Writing (expected or above)	51%
Maths (expected or above)	52%

Strategy aims for disadvantaged pupils

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Reducing the gap in reading between PP and Non PP by 10%	July 2026
Progress in Writing	Reducing the gap in reading between PP and Non PP by 10%	July 2026
Progress in Mathematics	Reducing the gap in reading between PP and Non PP by 10%	July 2026

Measure	Activity
Priority 1 Provision of Quality First Teaching (£105,000)	Improvement of Teaching and Learning through focused support for both teachers and learners from Deputy Headteachers. Supernumerary teachers and GTAP to ensure protected leadership time for DH/AHTs to support provision of QFT. Support for teachers will take the form of coaching, mentoring, team-teaching and personalised CPD input. Support for learners will take the form of focused QFT input from Deputy Headteachers to enhance their learning experience. Additional GTAP in KS2 to support children with the greatest needs. Additional HLTA in KS2 to support children with the greatest needs.
Priority 2 Use of technology including online platforms to ensure engagement, quality AfL and home learning (£20,000).	Embedding of Number Sense Maths in EYFS and 3 as a whole class teaching strategy and in Y4-Y6 as targeted intervention. Continuation of the 1:1 Chrome book rollout in all year groups as evidenced with impact from the ImpactEd report 2021-22.

	Use of IXL, AR, maths.co.uk, Edshed, TT rock stars as metrics of engagement for PP children and AfL for staff. Use of TTed and IRIS to support staff development and with a sharp focus on supporting the progress of the lowest 20% of our cohort. Use of mindflick as a tool for staffs self reflection and team growth.
Barriers to learning these priorities address	Ensuring an equitable offer of provision. Removing digital poverty Improving the quality of AfL for teacher Allowing staff to develop their practise by observing others using IRIS
Projected spending	£ 125,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Writing & Reading Attainment/ Reading Progress Y3-6 (£26,000)	Embedding of Accelerated Reader and Steps 2 Reading for all pupils Y3-6 able to access the minimum level for the programme (training and resourcing, purchasing new texts) Embedding of Ready, Steady, Read across KS1 and KS2 to target reading attainment and progress Introduction of ELS across the school. Targeted phonics interventions for children in year 3. Introduction of Ready, Steady, Write.
Priority 2 Early Language Acquisition (£20,000)	NELI for EYFS and speech and dedicated language TA. This occurs in both KS1 & 2.
Barriers to learning these priorities address	Access to curriculum and learning through insufficiently developed language and reading skills.
Projected spending	£46,000

Wider strategies for current academic year

Measure	Activity
Priority 1 Support of families and children (£60,400) Transition lead £6,000	Learning Mentor providing targeted 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 in post from September 2024. Transition lead from September 2025, working with secondary feeder schools across the year. Impact is supporting our most vulnerable children from year 4 to year 9.
Priority 2 Readiness for learning at the start of the school day. (£1,935)	Running of Mindfulness 30 minutes before the start of the school day for children who struggle to settle to learning/ focus on learning from the outset of the school day
Priority 3 Attendance and punctuality. (£5,000)	Acquisition of external support for 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	£66,935

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring equality of access for the support and CPD on offer throughout the year. Ensuring that gaps/ areas for improvement in Teaching are identified in a timely fashion.	Planned CPD for teachers and TAs - impact measured through 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.	Investment in Chromebooks for flexible use across all age ranges.

	Ring fencing of specialist/ intervention time for NELI programme.	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. 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.	Outcomes lower than forecast in SATs. Significant improvement in MTC 92nd percentile.
Social and emotional support through targeted therapies and interventions.	Inclusion team showing impact through ELSA, EBSA and therapeutic interventions.
Increase engagement through targeted support groups.	Chromebook rollout complete in all year groups (annual cost)
Improve attendance and behaviour.	Behaviour work shows reduction in low level behaviour issues.