Pupil premium strategy statement 2025-2028 (2025-26 Evaluation and updated strategy).

This statement details our school's use of pupil premium (and recovery 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	Blackheath Primary
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	36% (as Autumn 2026, 164 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025(September)-2028(August)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 (Monitoring and evaluation will take place termly throughout)
Statement authorised by	Mr M.Hytch
Pupil premium lead	Mr M.Hytch
Governor / Trustee lead	Mrs P Meredith (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,000
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	NA

Part A: Pupil premium strategy plan

Statement of intent

This academic year, the rates of disadvantaged remain higher than National at 36.4% (166 pupils). The school is aware that of this years cohort, 46.3% (77 pupils) are from minority ethnic backgrounds, with around 12.6% classified as EAL (21 pupils). 6.6% (11 pupils) of our disadvantaged pupils are deemed SEN.

The IDSR shows that for the last three years the school is well above both locally and nationally in relation to levels of deprivation.

	2023	2024	2025
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Above average	Above average	Above average
School location deprivation	Well above average	Well above average	Well above average

The school therefore has widened its definition of disadvantaged to encompass children that may not be eligible or choose not to seek the pupil premium funding however are disadvantaged nevertheless, helping support poverty proofing and otherwise unmet need.

In response to our high rates of disadvantaged pupils, all members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment regardless of their gender, ethnic origin or family income or circumstances. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils that the school has legitimately identified as being socially disadvantaged in order to maximise outcomes.

Our key intent in using the Pupil Premium Grant is to close the gap between disadvantaged and none disadvantaged groups, with particular attention to the implementation of the recommended tiered approach. Provision will be made through informed decisions based on research such as those recommended by the Education Endowment Fund (EEF- Updated September 2025 accordingly).

We aim therefore to provide an excellent education, with quality first teaching at the heart of our intent, driven through carefully engineered CPD. The focus of CPD will be targeted based on evaluations of disadvantaged children needs, such as early reading.

This is to be supplemented further by timely targeted interventions and actions for pupils who might otherwise not make a good level of progress. These approaches are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

The approaches we have adopted are purposefully planned to complement each other in order to help children excel.

Therefore, all activities work to:

- Ensure children are in school and on time
- Support families and the (in particularly emotionally, behaviourally and pastorally) to ensure children are as ready as possible to focus on their learning, in context of their barriers to school and learning
- Equip children with the correct attitude and behaviours towards learning.
- Act early to intervene at the point a need is identified, in particular early reading/phonics, oracy and language acquisition.
- Adopt a whole school approach in which all staff are supported to take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve and enable access to a progressively challenging, yet inclusively adapted curriculum, which is taught well through wave one quality first teaching driven through CPD and evaluation, adapting accordingly to pupil needs and gaps.

During and at the end of each academic year within this strategy, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, to review how effective measures have been in enabling pupils to fulfil their potential and are committed to adjusting and amending plans in response to evaluations and needs.

In line with EEF good practice guidance and other evidence based approaches, the school will set out its specific spend under the three key headings of High-quality teaching, targeted academic support & Wider strategies to demonstrate how exactly its intent will be best delivered using the current template requirements of the year.

Challenges

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

Challenge number	Detail of challenge
1	Research, school data and assessment show that disadvantaged pupils are less likely to reach the expected standard in phonics and reading at all key stages, in turn this can affect writing. (Writing is one of the schools identified key areas for school improvement and is therefore aligned to this plan.)
2	Historic trends and observations show that disadvantaged children need support with early literacy, language, oracy and communication development particularly in the early years and KS1.
3	Assessments and outcomes show that Pupil Premium children are more likely to have a lower understanding of vocabulary, progressive knowledge and understanding of the world and need a higher exposure to curriculum which deepens their cultural capital. The curriculum and delivery needs to be designed, matched and maintained to support such need and any associate barriers.

4	School and National data show that disadvantaged children are at risk of lower levels of attendance, be in greater need for wellbeing support, behaviour support and support for mental health. In addition, the school has identified the need for supporting family's (including parental engagement) to help prioritise readiness to learn, safeguarding, attendance and to coordinate/collaborate with external support agencies.
5	To further widen pupil experience beyond that offered within the curriculum in relation to culture, the arts, outward bound pursuits, higher education (HE) opportunities and other pathways to careers.
6	To improve the quality of the teaching of writing to enable children to write more effectively both discretely and in turn across the curriculum, with increasing GD writing at the end of both key stages.

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
Priority 1- To increase levels engagement and attitudes towards reading across school, ensuring that early reading and phonics are a prioritised so that pupils achieve in line with National pupils National expected outcomes in phonics. (For those who do not, continued focus is provided to obtain this beyond Year 1 along with specific focus for the bottom 20%+)	➢ Heat map analysis shows an ever-increasing number of disadvantaged pupils attaining expected standards and phases. Where PP children do not achieve expected standards, data shows a reduction in the attainment gap between disadvantaged pupils and their peers across the 5 phonics phases and the terms. ➢ Compared to the previous academic year the gap between disadvantaged and none, narrows with the school being at least in line with Local Authority data, within cohort context. ➢ Overall the % of children achieving the expected outcomes in Y1 phonics is to be in line with National and all children to achieve the standard by Y2 within cohort context.
Priority 2 – To continue to ensure that children's early language, oracy and communication development is prioritised in the EYFS and KS1 with targeted intervention for those who are identified at risk.	➢ Baselines for Talkboost are promptly established. ➢ Children's communication and language progress is tracked in line with the programme to ensure the rates of progress expected in line with EEF research are effective for at least 90% of children.
Priority 3 – To continue to ensure that through curriculum design, CPD, quality wave 1 teaching cross the curriculum, enables, Pupil Premium children(Including these identified as EAL or from an ethnic minority background) are able to know more, remember more, develop their	➢ Leaders have a strong understanding of staff (and TA) CPD needs to further develop wave 1 practices for quality first teaching. There is capacity and time built through funding, ensure CPD needs are supported, to monitor impact and maintain high expectations for all:

vocabulary, their skills, acquire a strong progressive knowledge and understanding of the world and to have a deeper cultural capital.	• IRIS connect is used to enable teachers to reflect and build their skills alongside PD mechanisms to ensure that quality first teaching improves learning across the curriculum. • Professional affiliation such as membership to the National college is used to support INSET and staff practice to ensure current and effective practice in all areas of the curriculum, • Quality assurance is sought by school Improvement advisory team and engagement with wider agencies/organisations e.g. DFE English and Maths hub. ➢ As a result of strong CPD and continued focus on quality wave 1 practice, pupils needs are identified and adaptive strategies are embedded, alongside intervention strategies e.g. Learning mentor/tutoring (Up to end of 2024) or TA interventions are used to prevent or reduce gaps in learning enabling children to keep up. ➢ The curriculum lead has the capacity to monitor and provide continuous CPD to teachers as curriculum leaders to ensure the wider curriculum meets our 7 steps aims and the curriculums 3 I's (Established in response to the schools evaluation of what disadvantaged pupils need from the curriculum e.g. Vocabulary and that they develop the intended knowledge and skills. Furthermore there is a strong offer for cultural capital woven throughout.
Priority 4 - To maximise attendance/punctuality and increase support for any pastoral wellbeing, behaviour, mental health and family's' individual needs (including parental engagement) prioritised to maximise readiness to learn and raise future aspirations.	➢ All children have access to attendance support so that: • Overall, the % of children achieving the expected outcomes in attendance is above LA and in line or above National. • PA's remain in line or below National, following the progress of previous spending and work, as the school embeds the improved LA strategy to supporting DFE guidance 'Working together to improve attendance' to ensure disadvantaged pupil attendance is as strong as possible. • Disadvantaged attendance is at least in line with the previous academic year (above National), with the target to reduce the gap between disadvantaged pupils to below 2%. ➢ All disadvantaged children in need of social emotional and behavioural support undertake a Boxall profile and are integrated into the schools' healthy minds and behaviour

	support, where all pupils improve their profiles. ➢ Family support work is available daily to respond to and support parents on interventions at home, liaising with outside agencies or directing parents and children to these and working alongside staff e.g. 'reflections' initiatives to engage parents and children in education, wellbeing and emotional support which in turn supports attitudes towards school and outcomes. ➢ Learning behaviour and attitudes towards leading work supports children's readiness to learn moreover ability to learn, increasing rates of progress and therefore outcomes.
Priority 5 – To further widen pupil experience beyond that offered within the curriculum in the arts, outward bound pursuits, higher education (HE) opportunities and other pathways to careers.	➢ 100% of disadvantaged children in KS1-KS2 have access to activities which help to foster a love of the arts and culture outside of the standard curriculum offer. ➢ By the end of Year 6 disadvantaged children will have undertaken careers fayre/experiences and visited a HE establishment. ➢ 100% of children by the end of their time at Blackheath Primary have experienced outdoor pursuits such as canoeing, activity at height alongside access to wider outdoor activities which otherwise may not be accessible to them.
Priority 6 (added 2024) To improve the quality of the teaching of writing to enable children to write more effectively both discretely and in turn across the curriculum, with increasing GD writing at the end of both key stages.	➢ CPD for writing is prioritised, with capacity in leadership to impact on quality first teaching and in dividual practitioner needs. • Monitoring demonstrates impact and improvement, feeding CPD where needed. ➢ Children's writing progress is clearly identifiable in their independent writing with more opportunities within the curriculum for them to demonstrated this at length. ➢ Writing outcomes at EXP and GD are at least in line with LA. Where starting points permit, this is exceeded.

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.

Teaching (for example, CPD, recruitment and retention)

Total £146,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain a reading leader to provide/lead whole school CPD, staffing ratios and resources for the effective delivery of daily Little Wandle phonics and reading across school alongside English Hub updates. To provide Staffing levels appropriate to enable the effective daily teaching of reading (1:6 Teacher/TA to child ratio), in line with Phonics hub recommendation. To purchase, diagnostic software, books, rewards and ensure access to these e.g. employment of a part time librarian to enable easy and regular access to quality and diverse text appropriately matched to pupils reading ability.	**Underpinned by:** DFE & EEF research finding of meta-analyses has consistently found that the systematic teaching of phonics is beneficial to enable the effective development of reading. Research supports the need to ensure effective and consistent delivery of a robust approach to phonics (as outlined in 'Phonics' in the EEF Toolkit) and reading comprehension (as outlined in 'Comprehension' in the EEF Toolkit) so that the teaching of reading, is in line with the schools reading strategy and certified Little Wandle phonics approach (Underpinned by the DFE English hub collaboration) to secure end of year expected standard in phonics, early reading and further age related expectations. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Beyond phonics, the school increases reading through wider access to texts through the bespoke reading curriculum alongside initiatives such as accelerated reader and school rewards. As research states, this helps school to 'Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills'. As such we operate reading lessons with 5 adults on a 1:6 ratio. Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Therefore school runs a series of reward initiatives (Driven by Accelerated reader) and enables children to access a well-stocked and well run library through the employment of a part time librarian.	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 The DFE approved English Hub guidance, in line with EEF research, makes it explicit that successful early reading hinges on effective leadership and the use of qualified teachers' pedagogical expertise along with the support of TA's who are a key component to successful early reading. In addition children should have age appropriate texts and be exposed to a wide variety of texts and authors. 'Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. (EEF endowment research-Improving literacy in KS1). This research led approach: • Removes the risk of inaccurate teacher subject knowledge and ability to ensure appropriate rates of progress for all • Removes low levels of pupil phonological awareness, ability to decode and comprehend • Increases fidelity to one fully validated scheme ensures consistency in teaching, phonetic language, resourcing and assessment to ensure a same approach across all school for pupils. This ensures that pupils have the best chance to acquire the phonetic knowledge needed quickly. • Maximises ability to access all areas of the curriculum. Pupils who struggle to read, struggle in all subjects and are unable to fully access our knowledge-rich curriculum. • Facilitates modelling and teaching through targeted groups maximises phonological understanding which otherwise would reduce rates of progress, phonological awareness, ability to decode to comprehend and enjoyment of reading. • Enables modelling using a 'serve and return' approach enables pupils to understand prosody (intonation and expression), and vocabulary in context when exploring books. • Provides quality assessment of children's understanding and phonological and comprehension needs for AfL. • Maximises opportunity to develop fluency by repeated reading of phonetically decodable books. Confidence and enjoyment of reading is also increased as pupils can access and understand appropriate texts before sharing at home.	

	• Enables pupils who have limited support at home are able to read texts for themselves as books have been shared and discussed multiple times in school. • Employment of Reading/Phonics leads provides capacity to ensure that all staff responsible for the delivery and support of daily phonics receive the CPD and time needed to be well trained, resourced, supported and held accountable through monitoring. • Ensures action on assessments which identify any child not on track, intervention and additional support strategies and sessions will be provided swiftly. Reception pupils to be identified for intervention from week 3 if not earlier. • Teachers with the support of the librarian and leaders, ensure pupils have access to texts that are matched to their ever-improving phonological skills to decode, read and comprehend. • Enables home Reading texts to be genre led for pupils who are fluent 'free' readers moving away from banded books. Staff to still apply 90% word level accuracy for checking correct pitch with children.	
Fund teachers and leaders release (Including triangulation monitoring support meetings) to reflect and improve on practice through CPD (including the use of Step lab) to enhance **teaching and planning** to support pupils to acquire a strong progressive knowledge and understanding across the curriculum and its Intent, in particular writing. Purchase subject affiliation/licences or access to Nationally recognised CPD, where needed to promote	Research shows mechanisms are key to effective CPD. The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role. EEF research stated CPD may aspire to include mechanisms from each of these groups: Build Knowledge, motivate staff, Develop teaching techniques and embed practices which will be made possible through adopting this research alongside the release and capacity of leaders. In this CPD release time, leads will also ensure lesson planning is strong, with a particular focus on areas such as Tier 2 & 3 vocabulary, retrieval practice, chunking, adaptive teaching strategies, inclusivity, reading and ensuring assessment is planned in line with the schools curriculum and intent. In 2025, a larger focus on writing needs have been identified and disadvantaged funding will support the leadership and resourcing for this. The school has therefore volunteered to engage with an EEF pilot for Pathways to write in Year 3, alongside the English Hub. Following the evidence and intelligence gathered from this work so far, the school is choosing to transition towards the 'Pathways approach' to writing in the Spring of 2026 in Years 2, 4, 5 & 6. EYFS and Y1 will continue to focus separately on the their planned approach to writing. Due to the LA being identified as a Priority Education Investment Area, affiliation with the Maths hub has also been created.	3&6

knowledge current pedagogy of their disciplines. Retain and investiture in strong subject leaders, the the curriculum lead, teacher development and EYFS lead. Purchase lesson evaluation hardware /software – Iris Connect to reflect on Wave 1 Quality first teaching alongside ensuring capacity for improvement e.g. coaching/mentoring to improve teaching and learning. Access and attendance for CPD updates and briefings to support Wave 1 quality first practice and leadership such as DRB, DFE Hubs, LA & National college.	The focus on Pathways and Maths hub work are overseen by the retention of curriculum leaders to ensure high quality support for core subjects, with all other subject leaders CPD invested in too through the curriculum leaders directives and support. T Capacity is to be built for the EYFS lead to enable them to monitor, plan and support staff, providing CPD as needed to overcome identified barriers and SDP priorities in order to secure the best outcomes for children, in the context of continued low entry points. Leaders are, where appropriate, members of subject affiliations, have access to DRB and National collegeto ensure current and effective to strengthen their own CPD through the use of this funding. This in turn is built into their action plans. Through time and capacity built into the school monitoring and CPD plan, leaders are then able to cascade subject specific information to staff, further improving teaching and learning moreover ensure the steps needed to support disadvantaged children are present across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development To drive individual or collective CPD such as those above, the use of IRIS connect enables reflective practice. Research also from the EEF stated 'There was strong evidence that the programme changed teachers' thinking and classroom practice'. Monitoring meetings and CPD in addition to triangulation of planning, books, pupil conferencing and teaching will also be strengthened by the use of Iris. https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_IRIS.pdf This research led approach enables: • Curriculum leaders (Including wider curriculum) to receive the release time to receive and provide the CPD required (including that provided by the affiliation to their subject's professional body or relevant CPD access). Leaders are also guaranteed the professionalism of time to monitor and promote the CPD needs of their curriculum responsibility area to other staff. This is to maximise the quality first provision for their subject to ensure pupils are being exposed to the curriculum intent as planned, encompassing any prioritisation following monitoring activities or AFL outcomes which address barriers to learning and curriculum needs/updates.	

Secure bespoke memorable experiences will support all curriculum themes/units each term and develop pupils cultural capital and support curriculum design/outcomes.	Bespoke memorable experiences will drive all curriculum themes each term and develop pupils cultural capital beyond that which could be provided without PP funding.	3 & 5

Targeted academic support

Total £79694

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide effective intervention and staffing using 'Little Wandle Keep up' (DFE &EEF approved) to support additional Reading for those at risk of/are falling behind their peers across school.	Research supports the need to ensure effective and consistent delivery of a robust approach to phonics (as outlined in 'Phonics' in the EEF Toolkit) and reading comprehension (as outlined in 'Comprehension' in the EEF Toolkit) so that the teaching of reading, is in line with the schools reading strategy and certified Little Wandle phonics approach (Underpinned by the DFE English hub collaboration) to secure end of year expected standard in phonics, early reading and further age related expectations. <u>This research led approach:</u> Uses of assessment outcomes and HEAT maps are used to identify interventions for struggling readers (including and above the bottom 20%+) in line with EEF recommendations e.g. Little Wandle Keep up where more than Wave 1 approaches are needed.	1
To ensure staff receive CPD on the EYFS framework with specific attention to early language and communication. To employ a trained practitioner to deliver Early Talkboost and Talk Boost.	EYFS EEF recommendations are addressed by combining a range of communication and language approaches (which is likely to be more effective than a single approach) and ensure that we help children to articulate and express their ideas and experiences verbally. To do this a designated lead to deliver Talkboost & early language & communication is established with a senior leader in place to ensure and assure the research and actions needed have impact beyond the interventions too. Early language is supported further through the research led recommendations of the use of Early Talk boost later in the year. Research states it as a targeted intervention aimed at 3–4-year-old children with delayed language, helping to boost their language skills to narrow the gap between them	2

	and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine-week intervention. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/ This research led approach: ▪ Ensures that there is external quality assurance for the curriculum reform and CPD for early language and communication provision, the wider curriculum and needs of pupils. ▪ Ensures internal CPD provision, monitoring and accountability, for specific approaches throughout the curriculum under the new reform, that prioritise early language and communication are in clear. ▪ Ensures outcomes feed interventions appropriately (See targeted academic support) to maximise learning and outcomes and vice versa. ▪ Prioritises and promotes the importance of talk and stories and the role stories play in developing young children's language acquisition and vocabulary. ▪ Through NELI (2023-24 only) &Talk-boost, poor oral language skills, expressive language skills, grammar, vocabulary, spelling and letter-sound knowledge are addressed, reducing pupils therefore at risk of having trouble with reading. ▪ Talk boost, address low levels in language and communication. The key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations.	
Larger gaps in learning in the curriculum are supported through targeted initiatives and specific interventions: ➢ Academic mentoring (Up to 2024) ➢ 1 to 3 Mentoring(Up to 2024) ➢ Web based learning platform e.g. Century tech & LBQ ➢ New RWM diagnostic tests, number stacks and little wandle	EEF research states small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessments are to be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition In line with the governments Recovery strategy and research, the school has adopted the use of school led tutors and use of approved tuition partners who meet the DFE requirements for effective tuition. (up to 2024 only) It has also adopted the use of an academic mentor to deliver specific interventions and tuition. (up to 2024 only) We assess the children's ongoing language acquisition using the Extended Scale for EAL (NASSEA EAL STEPS) in England and Wales. Gaps are then targeted through the use of this TEAL initiative. Where an intervention is used that is not identified as 'approved' within the EEF toolkit, the school will have made the decision in line with the recommendations made in the	3

keep up/ Rapid Catchup/fluency ➢ EAL intervention 7 steps of language acquisition baseline & TEAL.	EEF Guide to pupil premium. Training and CPD for interventions will therefore ensure that the Interventions intentions will be accurately followed e.g. numbers and timings adhered to and minimise disruption to wider learning, ensuring they meet the prioritisation needs identified for the child. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence This research led approach enables : • Staff/leaders to receive training and CPD for interventions identified to support prioritisation needs and gaps in pupils learning through intervention such as reading intervention 'Rosenshine principles', Little Wandle based interventions or online Century tech learning so that the planned intent and outcomes are maximised. • Monitoring and CPD to ensure Intervention intentions will be accurately followed and minimise disruption to wider learning to achieve the required outcomes across RWM (including phonics).	

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

Total £85,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement in the EYFS and beyond. Retain the Parent support worker. To increase opportunities for learning alongside parents	Parental engagement has a positive impact, on average of 4 months' additional progress according to the findings of the EEF. The EYFS EEF toolkit supports approaches that encourage parents to engage with learning in the home e.g. read and talk with their children at home. The school has adopted these recommendations with specific support directed by the parental support officer and EYFS staff e.g. INSPIRE sessions (School wide) and parent phonics workshops for EYFS/KS1. More and wider activities throughout the year are planned to support specific barriers and to enable parents to access a better understanding and collaboration around their child's learning. In addition transition into Reception and Nursery is deliberately planned to best enable parents to understand priorities for their child's learning and expectations of school before they even start.	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This research led approach: ▪ Breaks down reluctance and/or ability to engage with the importance learning away from school ▪ Allows school to challenge prior attitudes towards school and support for individual families personal needs which if unsupported could hinder learning and attendance ▪ Enables early Identification of parental support needs for the 'New to school' families (Nursery and Reception) for the family support officer to create/engage with programmes that focus directly on parents themselves either through home visits or other targeted parental approaches. ▪ Maximise safe guarding and promote the importance of attendance ▪ Supports the inclusive attendance approach and evidence base the school is transitioning to (Wayne Harris, https://inclusive-attendance.co.uk/)	
Retain an attendance officer to ensure that children are on time and in school so that attendance is not a barrier to progress and attainment	DFE Pupil premium guidance supports the wider strategy of the use of attendance officers to maximise the attendance of Pupil premium children such as Working together to improve school attendance. From Autumn 2025, despite strong rates of attendance, the school will be transitioning to the inclusive attendance approach through Wayne Harris's Inclusive attendance approach. This will provide evidence backed approaches and CPD to maximise rates of attendance and levels of support for pupils and the community. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance This guidance: ▪ Challenges poor attitudes toward punctuality and attendance which would lose children learning time in school by executing the school attendance OTIS (On Time In School) strategy and thresholds for support, tracking attendance (Sims/FFT Attendance tracker) reducing rates of poor attendance and punctuality, supporting children and parents in upholding the schools OTIS and Challenge 97% initiatives. ▪ Ensure CPD and LA updates with the local authority SASS team are adopted so that the school is working within any updated referral guidance and that strategies or support are	4

	current and effective within areas the school can have influence ▪ Enables work alongside outside agencies, the schools own Learning mentor, teachers and the schools Family Support Officer to maximise safeguarding and attendance of children, reducing any home/external circumstances out of a child's control that could impact on attendance or transport barriers, in relation to distance from school, which could lose children learning time in school. ▪ Start the transition across to the Inclusive attendance model in line with its evidence based research approach. (Wayne Harris, https://inclusive-attendance.co.uk/)	
Retain learning mentor to support Pupil's pastoral wellbeing, behaviour, mental health to maximise readiness to learn	As outlined in 'Behaviour' in the EEF Toolkit research findings, the school adopts findings where impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues. Through the collaborative CPD in class approach, research is also supported as findings were also stronger where teachers' CPD for behaviour management and pupils' cognitive and social skills are a focus. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions In addition, through the use of the schools Values and Learning mentor work, research around developing a positive school ethos or improving discipline across the whole school, also supports ability to learn and outcomes. This research led approach: ▪ Improves attainment by reducing challenging behaviour ensuring a readiness to learn, tackling attitudes and behaviours that undermine pupils ability to learn ▪ Reduces any potential low and higher level disruption to whole class learning ▪ Reduces low level self-esteem and levels of wellbeing which undermine pupil's ability to learn ▪ Drives the schools established 'RESPECT 'values, 'Healthy minds agenda', use of 'Jigsaw', school behaviour and reward systems to maximise appropriate learning and behaviour, matched to pupils individual needs following Boxall profiles and evaluations. ▪ Increase pupil's attitude towards learning and behaviour to raise attainment. The work is divided into two approaches:	4

	▪ Collaborative work in class of Learning mentor with staff to provide CPD support in tackling challenging behaviours and support pupil's engagement with learning using analysis of individual pupils behavioural, social and emotional needs. ▪ External work with pupils outside of the classroom to support objectives, wellbeing and nurture.	
Retain the Parent support worker to support families individual needs to maximise children's attendance, safety and readiness to learn.	EEF research defines parental engagement as the involvement of parents in supporting their children's academic learning. It Identifies the need for flexible approach to allow parental engagement to fit around parents' schedules. Use short sessions or engagements at flexible times. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Research challenges us to look carefully at practical support, advice and guidance particularly for parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers. Supportive, more intensive programmes for families in crisis were also identified as important. The school does this through a variety of support offered by the parental liaison officer and school. This research led approach: ▪ Provides support for families in crisis (including Intensive support programmes) to directly engage with parents to offer school level support or signpost parents to appropriate interventions. This includes being a link to support offered by external agencies e.g. housing, food banks, financial support, admissions etc. ▪ Run parental workshop sessions or work alongside others to support families/parents where specific needs are identified in order to improve attitudes toward school, education and future aspirations e.g. 'Changes' & 'Reflections' programme, Establish pupil support specific to needs identified through parental work and work from others in school (In particular attendance officer and Learning mentor) e.g. West Midlands Police(WMP) Box-fit. ▪ Increases parental engagement in support of learning or behavioural needs of individual children e.g. Learning with parent opportunities ▪ Reduces reluctance and/or ability to engage with the learning away from school ▪ Tackles prior attitudes towards school and support for individual families' personal needs which if unsupported could hinder learning and attendance ▪ Breakdown behavioural, social and emotional needs (Including use of outside agencies and the	4

	work of the learning mentor) to maximise educational outcomes. ▪ Line manage Learning mentor to maximise impact of home-school support and be able to feed this into wider work and information sharing ▪ Work closely with HT as DSL to ensure the schools safeguarding practices continue to be robust.	
To widen pupil experience beyond that offered within the curriculum for understanding higher education (HE) opportunities and career pathways.	Continue to expose Y6 children to HE institutes (St Hugh's college, Oxford University/Birminghsm University) to develop aspiration and understanding of future career paths. Continue to provide career pathways through careers fayre. Professionals from all trades and employment are to visit, giving children a deeper understanding of the pathways and role of education in achieving their jobs. Research on this is not clear in the EEF and hard to convert into academic measures however it states that when implementing aspiration interventions 'Schools should consider: Guidance on the knowledge, skills & characteristics required to achieve future goals…. And Opportunities for pupils to encounter new experiences and settings' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- Given the context of our school, we feel children would benefit from experiencing this new setting and experience and in doing so will acquire guidance on requires, knowledge and skills sets needed.	5
To widen pupil experience beyond that offered within the curriculum with outward bound pursuits and learning. Increase wider curricular &cultural experiences both in and beyond the curriculum. Increase funded, wider opportunities in extracurricular	Some children in years 5&6 will engage in wider outdoor pursuits and opportunities such as archery, climbing, and rafting, driving opportunities for collaboration, problem solving, growth mindset and reflection alongside other key elements of Metacognition and self-regulation. All children will participate in 'Arts festival' (Building on the successes of 2019 onwards) with high quality professional artists taking residence in the school for the week, exposing children to the wider aspects associated with art forms such as dance, music, poetry, art etc. Quality experiences will also be sourced to underpin the quality of education through 'memorable experiences' to launch engagement into curriculum units beyond what would be offered without this funding. After school activities will draw upon a wealth of providers, including specialists e.g. dance and Gymnastics. In addition to physical opportunities, the school will provide wider	5

activities, including peripatetic musical opportunities.	creative experiences, including funded opportunities to support learning musical instruments. EEF state 'Arts participation' is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity of which the school adheres to both. There is some evidence of a positive link between music and spatial awareness and between drama and writing. In addition, wider benefits, such as more positive attitudes to learning and increased well-being have also been reported. Such experiences also strengthen cultural capital, a key area of focus by the DFE and associated research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £312,368.75 ***(far in excess of the located DFE funding total of £248,000)***

Part B: Review of outcomes in the previous academic year.

Pupil premium strategy outcomes

Our context, supported by the IDSR November 2026, shows that our disadvantaged children sit in a level of deprivation well above average and that it is increasing over time:

	2024	2025	2026
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Above average	Above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

Source IDSR

Targeted CPD, assessment and pedagogical support from curriculum leaders has ensured that quality first teaching has benefitted all learners in achieving the best outcomes given individual starting points by the end of KS1 and KS2. All leaders have accessed data for all years for their subject and responded to disadvantaged needs in their plans for 2026-2027.

Analysis of Early language intervention

Analysis of Early language intervention through NELI in 2023-24 showed that the numbers of children able to access this are highly limited given the length of the programme. Following LA guidance and limited progress, the school consulted the EEF guidance and invested in training for Early Talk-boost and Talk boost to support early language development through the use of the premium as this enables a higher number of children to access it within the year.

As a result, the school is meeting its success criteria set out for the use of Talkboost with 100% of both Reception Cohorts making progress. In total, 67% children gained Age Related Language Expectations. No children achieved Red scores on exit (well below age appropriate levels). Of the 8 children that were Amber (just below age related expectations): 3 achieved age related expectation by the end of the academic year; 2 children were EAL and continue to be exposed to language rich activities and environment; 2 children are SEN Support - 1 accessing SALT (Speech and Language Therapy) and 1 undergoing assessment for an EHCP. The remaining child was a reluctant speaker who is now reported as speaking more confidently within his Year 1 class.

Analysis of Attendance

The school uses the pupil premium to target attendance, and we feel this is a strength. Last year saw a continuing three-year improving trend at 95.9%, with disadvantaged 1.4% above National disadvantaged, at 93.8%. Locally the school was in the top 28 schools for attendance. Attendance is therefore strong because of regular analysis of attendance resulting in timely intervention for those who need support. Support options for the community, under its robust policy and work on OTIS (On Time In School agenda) & Challenge 97+ initiatives are personalised from providing morning calls, parenting programmes, EBSA work, transport or signposting to other agencies.

Pupil premium attendance was 93.8%. None disadvantaged remained higher than disadvantaged at 96.5%. In total 242 attendance support and awareness letters were sent to families with approx. 20 of these escalating to Stage 2 attendance contracts. 65% of these had the desired impact of marked improvement. 48 Local Authority requests were made for Penalty Notices where LOA or attendance improvements were of high concern and support was not engaged with. Despite support and awareness, a gap remains between disadvantaged and none disadvantaged. The overall attendance figures however reflect the hard work and focus that is invested into attendance through the action of teachers, leaders, school attendance officer and family support worker. The school will continue to strengthen its offer next academic year and continue to fight the National concerns around attitudes and rates of attendance and punctuality.

IDSR supporting evidence Nov 2026:

For daily attendance, FSM relates to those pupils who were eligible for FSM. For attendance and persistent absence, and for suspensions it relates to those pupils who were eligible for FSM at any time during the last 6 years (FSM6).

Daily attendance

	2025/26 (5 half terms)
Attendance	Above

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Close to av.	Close to av.	Above	Close to av.
Persistent absence	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)

Analysis of Phonics

To help us gauge the performance of our disadvantaged pupils beyond our school we compared our results to those for disadvantaged and non-disadvantaged (including national &regional levels). Data below for phonics and KS2 outcomes is therefore sourced from Perspective lite – (LA data system November 2025) & the DFE IDSR 2025.

The gap between our disadvantaged pupils and non-disadvantaged pupils though has grown though since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of pandemic on disadvantaged pupils despite the use of guidance for the appropriate targeted use of funds to support intervention etc.

Data from Phonics and end of KS1 tests and assessments suggest that the attainment of our Pupil premium is generally in line with the Local Authority, at times stronger.

2025-2026 Y1 Phonics

Phonics (Data taken from Perspective lite – LA data)

School Disadvan-taged		LA Disadvan-taged	National Disadvantaged	School None disadvan-taged	Whole scho
Y1: 90% (20 PP, pupil cohort)		Y1: 71 %	Y1 68.3%	84.6%	86.4%
33.9 APS		30.3 APS	30.3 APS	35.4 APS	34.9APS
Y2 retake: 60% (10 PP, pupil cohort)		Y2 retake: 45%	Y2 retake: 46.4%	Y2 retake: 80%	Y2 retake: 66%
29.5 APS		25.9 APS	26 APS	34.3 APS	30.9 APS

From a Year 1 phonics cohort of 20 disadvantaged pupils, 90% achieved the expected standard, performing above the LA and National outcomes for disadvantaged. Those not achieving the standard, continued and targeted support as outlined in the strategy above is employed to support these children both as retakes and beyond KS1.

Year 2 retakes, 67% achieved the standard, above the National outcome and LA outcome of 44.9%, with an overall 3 year average of 64%, which is 15% higher than the LA. Therefore by the end of KS1 the school outcomes for disadvantaged for the 3 year average are 701% are in line with the LA and National, and over 3 years, 6% higher than National. (Data from Perspective Lite, Angel solutions).

Analysis of KS2 outcomes:

KS2 SATs Data below is sourced from Perspective lite – (LA data system November 2025) & the DFE IDSR 2025 and shows that the schools strategy around aims related to Teaching and Targeted academic support are supporting children to achieve outcomes which match the National picture. The school however continues to have high aspirations and to continue the agenda of narrowing the gap and achieving the best outcomes for disadvantaged pupils. The school is also monitoring the outcomes with similar schools via the new IDSR dashboard.

Disadvantaged KS2 Outcomes

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	52%	47%	Close to average
2023/24	50%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	67%	63%	Close to average
2023/24	65%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	59%	59%	Close to average
2023/24	65%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	70%	61%	Close to average
2023/24	62%	59%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	70%	61%	Close to average
2023/24	62%	59%	Close to average

Disadvantaged pupils - Reading expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	76	67%	63%	Close to average (non-sig)	81%	-13	Not applicable	66%		Not applicable
2026	23	70%	63%	Close to average (non-sig)	81%	-12	No meaningful change	66%		-
2025	27	67%	63%	Close to average (non-sig)	81%	-14	No meaningful change	67%		-
2024	26	65%	62%	Close to average (non-sig)	80%	-14	Not available	65%		-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	76	62%	59%	Close to average (non-sig)	78%	-17	Not applicable	64%		Not applicable
2026	23	61%	60%	Close to average (non-sig)	79%	-18	No meaningful change	65%		-
2025	27	59%	59%	Close to average (non-sig)	78%	-19	No meaningful change	66%	Below (non-sig)	-
2024	26	65%	58%	Close to average (non-sig)	78%	-12	Not available	62%		-

Disadvantaged pupils - Maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	76	63%	61%	Close to average (non-sig)	81%	-17	Not applicable	65%		Not applicable
2026	23	57%	62%	Close to average (non-sig)	82%	-25	Widening	67%	Below (non-sig)	-
2025	27	70%	61%	Close to average (non-sig)	81%	-10	No meaningful change	66%		-
2024	26	62%	59%	Close to average (non-sig)	79%	-18	Not available	63%		-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	76	68%	60%	Above (non-sig)	79%	-11	Not applicable	64%		Not applicable
2026	23	70%	61%	Close to average (non-sig)	80%	-10	No meaningful change	66%		-
2025	27	74%	60%	Above (non-sig)	79%	-5	Narrowing	65%	Above (non-sig)	-
2024	26	62%	59%	Close to average (non-sig)	78%	-17	Not available	62%		-

* Only "above" and "below" bandings are displayed.

Source IDSR Nov 2026

MTC
Disadvantaged pupils have made significant gains in the 2026 MTC. The proportion scoring above 20 marks increased from 39% to 67%, while those achieving full marks increased from 0% to 46%. Average score increased from 17.5 to 21.04. The gap between disadvantaged and non-disadvantaged pupils achieving full marks has reduced substantially, from 22% to just 4%. Although there remains a 14% gap in the proportion of pupils scoring above 20 marks, and a small increase in the average score gap, the overall improvement in disadvantaged pupils' performance is significant. The 2026 disadvantaged average score of 21.04 and full-mark figure of 46% are both above the corresponding 2025 national figures of 19.3 and 27%. National 2026 figures are not yet available.

Analysis of Social emotional & behaviour support

Boxall profile assessments demonstrated that targeted disadvantaged pupils behaviour improved last year, but challenges in relation to learning behaviour, wellbeing and mental health remain higher than before the pandemic. This impacts on disadvantaged pupils and so learning mentor support was and remains central to increase learning behaviour and attitudes.

Analysis of wider curricular offer and experiences

100% of children by the end of their time at Blackheath Primary had experienced outdoor pursuits such as canoeing, caving, activity at height alongside access to wider outdoor activities which otherwise may not be accessible to them, through the use of pupil premium funding. In addition 58% of the pupil premium children in Year 6 attended the offsite residential, adding to pupils offer of personal development and wider opportunities offer. Pupil premium children were prioritised for after school club activities, accessing opportunities beyond the normal required curriculum. Individual wider curricular clubs take up rates varied due to varying levels of interest with half of the clubs containing at least 50% Pupil premium, an increase on the previous year. Pupil premium children are prioritised and often given first refusal.

Overall impact

The analysis and reflections above mean that we did not fully achieving all the outcomes that we set out to achieve so far in the 3-year plan. We have reviewed our strategy planning and made changes to how we intend to use funding next academic year (2026/27). This is set out in the document above, sustaining previous areas of need with a newer focus on writing.

The evaluation of the needs and outcomes identified means that the spending on disadvantaged strategies again exceeds the pupil premium funding the school receives.

Externally provided programmes

Programme	Provider
Learning by questions	Learning by questions
Step lab	Step lab

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Service premium funding was used to support learning of individuals through access to intervention and support individual gaps in their learning.
The impact of that spending on service pupil premium eligible pupils
All children in receipt of this funding made the expected progress set for these pupils.

N/A

Further Information (optional)

We used the Putting Evidence to Work - A School's Guide to Implementation, EEF (educationendowmentfoundation.org.uk) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities and fund beyond the premium provided.

Our Pupil Premium Strategy was/is supplemented therefore by additional activity that is not being funded by Pupil Premium or Recovery Premium.

This includes:

- The funding and use of Teaching assistants in KS2 to provide interventions, directed by class teachers to target gaps in learning
- Platinum Anti Bullying Quality Mark standards

- Behaviour related tracking (Class charts new 2024) rewards & investment in OPAL (Outdoor Play And Learning) initiatives
- Utilising Senior Mental Health Lead Training
- Undertaking initial steps for accessing poverty proofing evaluations and actions.