



Pupil Premium Strategy Statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Blueberry Park Primary School	
Number of pupils in school	340
Number of pupils eligible for free school meals	193
Proportion of pupil premium eligible pupils	56.76%
Academic year that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	R Lancaster (Headteacher)
Pupil Premium Lead	R Lancaster
Governor Lead	M Walwyn

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£292,632
Recovery Premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2,416,370



Part A: Pupil Premium Strategy Plan

Statement of intent

- To improve Communication, Language and Literacy Development (CLLD) outcomes in EYFS
- To narrow the gap in attainment between our PP pupils and other pupils nationally in Reading, Writing & Maths
- To ensure accelerated progress of our disadvantaged pupils in Writing in order to improve combined attainment at the end of Key Stages 1 & 2
- To continue to prioritise mental health and wellbeing in the whole school community
- To continue to improve attendance and persistent absence rates

Challenges

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

Challenge number	Detail of challenge
1	<p>Poverty: the school is situated in the Yew Tree Ward, where crime, unemployment and social deprivation statistics are significantly higher than in other parts of the country. FSM eligibility is higher than Liverpool average.</p> <p>% known to be eligible</p> <ul style="list-style-type: none"> Up to 10% 10% to 20% 20% to 30% 30% to 40% 40% to 50%
2	Delayed communication, speech and language on entry to school



3	Delayed development socially, emotionally and physically
4	Low attendance (91% PP), poor punctuality and persistent absenteeism
5	lack of parental involvement in the learning process
6	Low prior attainment and gaps in learning
7	Special educational needs/disabilities/mental health issues higher than national average
8	Lack of opportunities and life experiences

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
Early Reading and Phonics – ensure attainment gap remains closed between disadvantaged and others nationally.	<ul style="list-style-type: none"> At the end of Year 1, attainment of our pupils is at least in line with other pupils nationally (currently -1.5% points gap)
Attainment and progress in Reading, Writing & Maths in Key Stages 1 & 2: close the gap between disadvantaged and other pupils nationally.	<ul style="list-style-type: none"> At the end of both key stages, closure in attainment gap between Pupil Premium and other pupils nationally Combined attainment at the end of Key Stages 1 & 2 increased to approx. NA
Strengthen the curriculum	<ul style="list-style-type: none"> Curriculum reflects diversity of needs and is aligned with educational strategies and standards
Mental health and emotional wellbeing, and behaviour support for pupils so that more are able to achieve their end of year targets	<ul style="list-style-type: none"> Mental health support for pupils and their families ensures positive impact on standards Reduction in exclusion data based on previous year
Improve attendance and absence, including persistent absenteeism	<ul style="list-style-type: none"> Overall attendance at least in line with National Average The attendance gap between disadvantaged pupils and other pupils nationally decreases Attendance data for SEND Boys improves PA for all pupils including Pupil Premium and SEND, will continue to reduce
To develop our school website and other platforms to support and encourage parental engagement and involvement	<ul style="list-style-type: none"> Monitor website usage to measure/track engagement Positive feedback via parent voice activities and events



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Testbase & No More Marking)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase new data/tracking system – Insight</p> <p>Staff training</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>6, 7</p>



<p>Access in-house and SIL training with a focus on continued improvement in QfT, including adaptive teaching methods, in all core areas of the curriculum</p>	<p>Training and current CPD is vital to ensure quality first teaching and teacher retention.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-quality-teaching</p>	<p>2, 3, 6, 7, 8</p>
<p>All relevant staff (including new and support staff) receive ongoing training and coaching to deliver early reading and phonics effectively, with ongoing Read, Write Inc. training and delivery</p> <p>KS1/EYFS teams to work with the English Hub</p>	<p>Blueberry Park are enrolled on the Liverpool Reading program – Read, Write, Inc. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</p>	<p>2, 6, 7</p>



<p>School-wide review of teaching and learning in English in order to improve progress and standards in writing.</p> <p>Purchase Ready Steady Write/Ready Steady Read Together and Ready Steady Spell.</p> <p>INSET/training/support package and 2 year leadership programme.</p> <p>Purchase Letter Join</p>	<p>https://www.nfer.ac.uk/for-schools/products-services/bite-into-writing/selecting-thequality-text/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf</p>	2, 3, 6, 7, 8
<p>Release leaders (including Reading Leader) and in-house experts to provide support and model best practice:</p> <p>Maths Lead English Lead EYFS Lead KS1 Lead</p> <p>New AH/SENDCo</p>	<p>Additional coaching and support for teachers to coach with new initiatives, e.g, RWI, and quality text-based approach to writing.</p> <p>http://educationalleader.com/subtopicintro/read/ASCD/ASCD_351_1.pdf</p>	2, 3, 6, 7
<p>Transition support – for all pupils and also those new to school</p>	<p>Support to enable pupils to transition into a new setting, classes with minimal emotional disruption. Following a trauma and attachment based approach.</p> <p>https://www.ucl.ac.uk/pals/research/clinical-educational-and-healthpsychology/research-groups/school-transition-and-adjustment</p>	1, 2, 3, 4, 5, 7, 8



Improve the quality of social and emotional (SEL) learning.	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 7, 8, 9
Ensure all pupils have equal access to extra-curricular opportunities Wide range of after school clubs Trips and visits- curriculum enrichment	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equalopportunities/effective-practice/the-education-endowment-foundation-children-suniversity/	1, 4, 5, 6, 7, 8



Targeted academic support

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start (RWI intervention)	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/news/eef-commissioned-evaluations-of-read-write-inc-phonics-and-fresh-start	2, 6, 7
Additional 'catch-up' RWInc. sessions for phonics and reading	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 6, 7
In-class intervention for identified pupils including 1:1 and small group tuition, as logged on Whole school Provision Map	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 6
Purchase new Chromebooks	All children have access to electronic devices	



Century AI	Targeted support for individual pupils	
Access to Speech and Language intervention and support for identified children	https://www.gi-assessment.co.uk/case-studies/	2, 3, 4
Dedicated CPD and timetabled daily sessions to ensure quality first teaching of vocabulary	Vocabulary is a strong indicator of reading success (National Literacy Trust). Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report).	2, 3, 6
Intensive one to one VIPERS reading sessions in KS2	https://www.literacyshedplus.com/en-us/browse/reading-vipers	6, 7
Year 2 and Year 6 Booster Frist Class in Number Success @ arithmetic	TA intervention – EEF Additional staff/support	
Consistency in reading and writing across the school	CPD	



Wider strategies

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement Activities including relaunch of PTA</p> <p>This will involve production of an action plan following consultation with stakeholders to increase and improve parental engagement.</p>	<p>Parental Engagement has a positive impact of, on average, 4 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6, 8</p>
<p>Staff-wellbeing training</p>	<p>https://www.gov.uk/guidance/education-staff-wellbeing-charter</p>	<p>7</p>
<p>Whole staff training on managing pupils with complex special educational needs so that these pupils are able to access learning in our mainstream setting</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send</p>	<p>1, 2, 3, 6, 7</p>
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 6, 7, 8</p>



Provide opportunities for staff to visit other settings to observe good practice in trauma and attachment responsiveness approaches	https://the-arc.org.uk/ https://enquire.org.uk/asl/cultivating-a-trauma-informed-approach-in-schools/	7, 8
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Total budgeted cost: £285,000

Contingency (£10,000)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Inspection Data Summary Report (IDSR)

Disadvantaged pupils - Reading expected standard

	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	93	56%	62%	Close to average (non-sig)	80%	-24	Not applicable	Not applicable
2025	29	66%	63%	Close to average (non-sig)	81%	-15	Narrowing	High - FSM, Low - Stability
2024	34	56%	62%	Close to average (non-sig)	80%	-24	Narrowing	High - FSM, Low - Stability
2023	30	47%	60%	Below (non-sig)	78%	-32	Not available	High - FSM, Low - Stability

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	93	44%	59%	Below (sig-)	78%	-34	Not applicable	Not applicable
2025	29	55%	59%	Close to average (non-sig)	78%	-23	Narrowing	High - FSM, Low - Stability
2024	34	44%	58%	Below (non-sig)	78%	-34	Narrowing	High - FSM, Low - Stability
2023	30	33%	58%	Below (sig-)	77%	-44	Not available	High - FSM, Low - Stability

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	93	51%	60%	Below (non-sig)	80%	-29	Not applicable	Not applicable
2025	29	48%	61%	Below (non-sig)	81%	-32	Widening	High - FSM, Low - Stability
2024	34	56%	59%	Close to average (non-sig)	79%	-24	Narrowing	High - FSM, Low - Stability
2023	30	47%	59%	Close to average (non-sig)	79%	-33	Not available	High - FSM, Low - Stability

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	93	58%	59%	Close to average (non-sig)	78%	-20	Not applicable	Not applicable
2025	29	62%	60%	Close to average (non-sig)	79%	-17	Widening	High - FSM, Low - Stability
2024	34	65%	59%	Close to average (non-sig)	78%	-13	Narrowing	High - FSM, Low - Stability
2023	30	47%	59%	Close to average (non-sig)	78%	-32	Not available	High - FSM, Low - Stability

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	93	32%	46%	Below (sig-)	68%	-35	Not applicable	Not applicable
2025	29	38%	47%	Close to average (non-sig)	69%	-31	Narrowing	High - FSM, Low - Stability
2024	34	35%	46%	Close to average (non-sig)	67%	-32	Narrowing	High - FSM, Low - Stability
2023	30	23%	44%	Below (sig-)	66%	-43	Not available	High - FSM, Low - Stability

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	133	17.3	20.6	Below (sig-)	Not applicable	Not applicable
2025	37	19.9	21.0	Close to average (non-sig)	Sig increase	High - FSM, High - SEN, Low - Stability
2024	56	15.9	20.6	Below (sig-)	No sig change	High - FSM, Low - Stability
2023	40	16.8	20.2	Below (sig-)	Not available	High - FSM, High - SEN

EYFS GLD 53.3% 2024

EYFS GLD 63.6% 2025

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Ready Write Inc	Ruth Miskin
Ready Steady Write	Literacy Counts
Ready Steady Read	Literacy Counts
Ready Steady Spell	Literacy Counts
Maths Mastery	Ark Curriculum
Purple Mash	2Simple
Century	Century AI
Jigsaw PSHE	Jan Lever Group
Jigsaw RE	Jan Lever Group
Kapow	Kapow Primary
Oddizzi	Oddizzi
Wellcomm	GL Assessment