

Belmont Primary School Pupil premium grant expenditure: 2019/20 (April - March)

<u>Number of pupils and pupil premium grant (PPG) received</u>	
Total number of pupils on roll	98 (April 19)
Total number of pupils eligible for PPG	4
Amount of PPG received	8045
<u>Principles for most effective use of Pupil Premium (PP) at Belmont Primary School</u> <u>(Date of next review of Pupil Premium Strategy March 2020).</u>	
• We have a commitment to using Pupil premium funding to create accelerated learning and aid the closing of attainment gaps. • We investigate the needs of each pupil and create individual programmes of provision to create more rapid progress in Maths and English where appropriate. We have found this approach works better than “off the peg” interventions for individuals or small groups. • For those more able pupils receiving Pupil Premium (those already making or exceeding age related expectations) we offer enrichment activities to further individual interests and motivate independent higher level learning. • We use frequent monitoring and evaluation within our robust assessment systems to measure impact of provision on improving achievement. • If pupils are not making age related expectations, we investigate why, and make amendments to provision - reviewing termly to ensure interventions remain appropriate to need. • We work closely with parents, providing individual homework programmes where appropriate to avoid breaks in learning. • We have set up yearly review meetings in April with parents to discuss impact of provision for PP children and plan future spending. • Staff, parents and Governors together play a close role in regularly monitoring the use of Pupil Premium.	

Main barriers to learning faced by eligible pupils - and how these will be addressed by the school in financial year 19-20.

**The main barriers to learning for our PP pupils are:
writing skills, reading fluency and comprehension, mental maths and the need to build self-confidence and self-esteem.**

English and Maths

Writing skills, including spelling, reading fluency and comprehension

Mental Maths

This year are concentrating on one to one provision to address the above needs with our Pupil premium children; we have found this to be the most effective method to enable our children to meet expectations, as programmes can be individually tailored to a child's needs.

Play Therapy

We offer play therapy sessions for individuals according to need; using Child Action North West.

Use of Pupil Premium for enrichment

For PP children who are meeting age related expectations in Reading, Writing and Maths we use PP to enhance learning through a range of enrichment activities and the purchasing of resources to further individual interests.

In 2019-20 these will include:

Pupil Well-Being

We run pupil well-being group work using the company Calmer Minds.

Over the last year we have focused on relaxation techniques and basic mindfulness work, to back up as these have been shown to increase positivity and self-belief through everyday learning.

Music Tuition

Learning an instrument or vocal has been shown to impact positively on study in many other areas of the curriculum. Music work funded by Pupil Premium grant includes:

Music tuition and performance both in the school and to wider audiences in the local area, e.g. Blackburn Music Festival; also through taking Trinity College Music exams Grades 1 - 3.

Summary of anticipated spending April 2019- March 2020

This may change during the year depending on need.

1 to 1 Maths Tuition	2880
Play Therapy	2100
<u>Enrichment activities and resources for excellence and enjoyment</u>	
Music tuition	900
Pupil Well-Being Sessions	2300
	<u>Total 8180</u>
Total Pupil Premium Available April 19- March 20	<u>8045</u>

How the school measures impact and effect of its expenditure.

- School measures impact through use of formative and summative assessment e.g. Maths Mentoring, Salford and Yark Reading Tests, Weekly Spelling and Tables tests, assessment writing against National Curriculum requirements. (Please see assessment policy).
- We also assess impact of intervention and enrichment where appropriate through use of less formal feedback such as pupil conferencing, observation and parental feedback.
- These assessments inform judgements for staff and feed into our progress trackers which show individual progress against Year Group Objectives. These are scrutinised at least termly with the Senior leadership Team, and interventions adjusted according to need.