

Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to help improve the attainment of our 'disadvantaged' children.

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	Belmont Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	5.26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21 - 24
Date this statement was published	December 21
Date on which it will be reviewed	July 22
Statement authorised by	Paul Johnson Head Teacher
Pupil premium lead	Katie Smith SENCo
Governor / Trustee lead	Paul Ingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,380
Recovery premium funding allocation this academic year	£2,000
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	£10,380

Assessment Headlines

2022 KS2 Outcomes

2 PP children

	School		National	
	PP	Non PP	PP	All Pupils
Reading	100%	76.9%		
Writing	50%	76.9%		
Maths	50%	84.6%		
Combined	50%	76.9%		

2022 KS1 Outcomes

0 PP children

	School		National	
	PP	Non PP	PP	All Pupils
Reading	na	57.1%		
Writing	na	57.1%		
Maths	na	57.1%		
Combined	na	57.1%		

2022 EYFS Outcomes

	School		National	
	PP	Non PP	PP	All Pupils
% of children achieving Good Level of Development	na	71.4%		65.2%

Part A: Pupil premium strategy plan

Statement of intent

At Belmont Primary School, we aim to ensure that all children are provided with a full curriculum that equips them for their next steps of learning irrespective of their backgrounds. The focus of our pupil premium strategy is to support those pupils who are in receipt of pupil premium to make progress from their starting points and achieve in all subjects.

Our strategy follows the tiered approach as outlined by the EEF. The activity we have outlined in this statement is intended to close the attainment gap.

High quality teaching is fundamental to our approach, with a heavy emphasis on the areas in which our disadvantaged pupils require most support. Quality teaching is proven to have the greatest impact on closing the attainment gap and, at the same time, it will benefit all pupils. Through continued professional development, all teaching staff's knowledge and understanding of current practices ensures that all of our children benefit from high quality classroom practices.

Targeted academic support, when delivered by staff that are well-trained, can help to identify misconceptions and provide the necessary building blocks of learning to ensure that children can access the curriculum. Our strategy identifies children's needs and provides structured support to help children close attainment gaps.

Wider strategies have been implemented throughout school to ensure that our disadvantaged children have a breadth of opportunities throughout their school life.

Our approach will be responsive to challenges and individual needs and is rooted in research-based strategies. Through a tiered approach, strategies complement each other to help children make connections between learning. To ensure that our approaches are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes.
- Identify misconceptions and barriers to learning and intervene at the earliest point.
- Ensure that all staff have high expectations of all children, including disadvantaged children.

Likely Challenges (Likely barriers to achievement)

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

Challenge number	Detail of challenge
1	There are some of our disadvantaged children who display signs of low self-esteem and confidence. This could lead to issues with attendance and punctuality or children not meeting their potential.
2	Reading skills across KS1 need to be developed in terms of fluency and vocabulary. At KS2, reading was above National attainment (based on previous year's National attainment), however, disadvantaged children need to continue to work on improving reading fluency and inference skills. If children have lower reading attainment they might not be able to access the wider curriculum as successfully as those who are more competent readers.
3	Disadvantaged pupils in KS1 have a lower understanding of early number compared to peers, with a focus needing to be on fluency of key facts to support understanding with key mathematical concepts. In KS2, further development on number facts are to be developed as these are not embedded with disadvantaged pupils, which is then leading to some misconceptions in other aspects of maths.
4	Across school, pupils' vocabulary needs to be developed and enriched to ensure that children, including those who are disadvantaged, can access a broad and rich curriculum.
5	Some of our disadvantaged children have not yet developed positive learning strategies or do not yet view themselves as learners.

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
Improve reading fluency among our disadvantaged children.	Assessments, discussion with children and observations indicate significantly improved reading fluency. This would be monitored through assessments, observations and ongoing formative assessments.
Improved mathematical fluency and number sense in Key Stage One.	KS1 maths outcomes show children attaining in maths. Through formative assessment, test analysis and pupil questions, mathematical fluency will be assessed.
Improved well-being of pupils in our school, especially disadvantaged pupils.	Sustained high levels of wellbeing. This will be demonstrated in pupil voice, increased

	participation in enrichment activities, good levels of attendance and punctuality, and teacher observations.
To target all pupils (non-disadvantaged and disadvantaged), including higher attaining pupils, to ensure that they make at least good progress from their starting points.	Assessments show outcomes for all pupils, including higher attaining pupils, are making at least good progress.
Improved self-regulation of all learners. Pupils are better aware of themselves as learners and are better able to access the curriculum as a result.	Assessments show outcomes for all pupils, including higher attaining and disadvantaged pupils, are making at least good progress.

Activity in this academic year (2021 -22)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2423

Activity (with challenge number addressed)	Evidence that supports this approach	Intended and actual impact and lessons learnt.
Professional development for support staff on Mathematical Fluency. Staff then to be able to implement practices into the classroom and in small group intervention. (3)	The NCETM (National Centre of Excellence in Teaching of Mathematics) states the importance of Number Sense and Fluency and how this is vital as the complexity of mathematics increases.	Staff knowledge on 'mastery' approaches and the importance of fluency will be improved. This will ensure that children have a progressive approach to fluency and acquire the knowledge and skills to apply to other areas of maths.
Professional development for all staff on early language and the teaching of phonics. (2,4)	A structured phonics programme is essential for all children. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	Good staff knowledge on effective phonics teaching and development of early language skills. This will ensure that children's language will develop at an age appropriate rate and that children will experience success when learning phonics to enable them to become competent readers.
Professional	The EEF (Education Endowment Foundation) has	Staff knowledge

development for all staff on metacognition and how this can be taught in the class to improve learning outcomes. (1,5)	found that the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	on metacognition will be improved to the extent that they can model to all pupils how to learn effectively. Children will have a greater awareness of themselves as learners and will be more resilient, competent and self-regulated learners as a result.
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (2)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	All children will have access to a high quality phonics programme delivered by appropriately qualified staff members. Pupils will be able to apply their phonics learning to become fluent readers.
Enhancement of our SEMH provision. Fund time for a further staff member to become ELSA trained. Fund time for staff to train and then plan ELSA opportunities. Fund time to monitor this provision. (1)	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)	Pupils in our school will feel safe, valued and happy and able to learn as best they can. When SEMH needs arise they will be addressed in a sensitive and effective manner and the school will continue to provide a nurturing environment.
Intentions for 22 – 24 - Continued staff development on mathematical concepts. - Continued staff development on improving phonics teaching.		

- Continued staff development on metacognition and self-regulation.
- Continued time given to staff for training and to implement strategies which will improve and enhance teaching and learning.
- Further training on effective feedback.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,288

Activity (with challenge number addressed)	Evidence that supports this approach	Intended and actual impact and lessons learnt.
Implementation of structured intervention on Mathematical fluency. (3)	The NCETM highlights the importance of fluency in mathematics. The EEF highlights effective intervention strategies. 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	Pupils mathematical fluency will be improved so that they are better able to apply their learning to a wider range of mathematical problems.
Implementation of phonics intervention programme. (2)	A structured phonics programme is essential for all children. An addition to the teaching of phonics as a whole class, intervention for children can help children to close the gap in attainment. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) 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	Pupils phonics ability will be improved so that they are able to read with greater fluency.
Implementation of vocabulary intervention	The EEF states that explicit vocabulary instruction should be taught across all subjects.	Pupils vocabulary will be enhanced so that they are able to access

programmes. (4)	A 2018 Oxford Language Report into vocabulary, <i>Why Closing the Word Gap Matters</i>, found that teachers reported that 40% of pupils did not have the necessary vocabulary to access their learning. 69% of the primary school teachers who took part in the survey said that they think the number of pupils with limited vocabulary is either increasing or significantly increasing in their schools compared to a few years ago. Poor vocabulary skills may result in weaker comprehension skills and slower than expected progress in reading and writing. While there is no 'quick fix', there is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children's understanding, speaking and reading comprehension skills. http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk	texts more easily and classroom activities including writing and out of class activities such as conversing and playing with friends.
Implementation of a 'Reading for Fun' intervention to specifically target higher attaining disadvantaged pupils to make at least good progress with reading and to enrich language and vocabulary. (2,4)	Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making (Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997). https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	All pupils will make at least good progress with reading.
Implementation of Reading and Literacy 'catch up' sessions for those most affected by the COVID pandemic.	The EEF states the importance of improving reading to help improve Literacy and overall attainment through improving vocabulary and good quality dialogue, developing fluent reading capabilities and teaching reading comprehension strategies through modelling and supported practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	Pupils will become more fluent readers who have learnt strategies to better aid comprehension.
Intentions for 22 – 24		

- Continued implementation of structured intervention programmes dependent on pupils' needs.

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

Budgeted cost: £1,669

Activity (with challenge number addressed)	Evidence that supports this approach	Intended and actual impact and lessons learnt.
Provide music enrichment opportunities for disadvantaged pupils. (1)	'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education... Learning a musical instrument, for example, is associated with improved wider educational outcomes for children, from their early years through to secondary school...we should teach the arts for their own sake – for the intrinsic value of learning creative skills and the enjoyment they bring' Sir Kevan Collins https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf	Ensuring that all children have access to the same opportunities within school. Enhancing all children's cultural capital.
Provide Play Therapy to enhance children's emotional wellbeing. (1)	Play Therapy can be used as an intervention to help overcome difficulties related to behavioural and emotional problems. A SAGE Journal Research study into play therapy found that play therapy was affirmed as an empirically supported therapy. https://journals.sagepub.com/doi/full/10.1177/1049731519854157	Pupils with SEMH needs are able to positively handle a range of emotions.
ELSA sessions to support those with SEMH needs. (1)	The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people. Research has found this to be an effective programme for both training practitioners and then supporting pupils. https://www.elsanetwork.org/elsa-network/evaluation-reports/	Pupils in our school will feel safe, valued and happy and able to learn as best they can. When SEMH needs arise they will be addressed in a sensitive and effective manner and the school will continue to provide a

		nurturing environment.
<i>Intentions for 22 – 24</i> • Continued use of ELSAs to support those with SEMH needs. • Continued monitoring and supervision of ELSAs to ensure that practice remains relevant and of a high standard. • Continued access to enrichment opportunities.		

Total budgeted cost: £ 10,380

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Improve reading fluency among our disadvantaged children.

Instilling a love of reading has been a big focus for the whole school. We have purchased a new reading scheme, updated the school and class libraries, and all staff identify good quality texts for each area of the curriculum which are then shared together in class. Through discussions with children, it is clear to see that children are more engaged with reading than previously. Figures show that in 2022, 100% of our disadvantaged children in Key Stage Two achieved ARE+.

Improved mathematical fluency and number sense in Key Stage One.

Teaching staff in Foundation and Key Stage One have undergone training on Maths Mastery and have implemented this into class lessons. There has been regular training for all school staff on Maths Mastery to upskill staff and ensure that we are following a whole school approach.

Improved well-being of pupils in our school, especially disadvantaged pupils.

School now has two ELSA trained members of staff. Several children have now benefitted from our ELSA's expertise and more ELSA sessions are planned. We used some pupil premium in the previous year to fund play therapy sessions for one child and this was an invaluable source of support for that child. We have access to and have used the expertise of our school nurse team and Mental Health team to further support children within our school. Children in our school are generally very happy which can be seen in discussions, observations and their engagement with work. When children feel less than happy we strive to provide an environment in which they can talk about their feelings and find positive strategies to help them.

We provide a range of extra-curricular activities and our disadvantaged pupils have engaged in these.

To target all pupils (non-disadvantaged and disadvantaged), including higher attaining pupils, to ensure that they make at least good progress from their starting points.

Generally all children at our school, including those who may be disadvantaged, make at least good progress from their starting points. We pride ourselves as a school on having high expectations of all our children and make sure that our classrooms are as accessible as possible for all. Figures show the following progress outcomes for children in 2022 (progress is measured from KS1 to KS2): 100% of disadvantaged pupils made positive progress in reading. 50% of disadvantaged pupils made positive progress in maths and writing. It is important to

note that there were only 2 children in receipt of Pupil Premium in KS2 and so only one child failed to make the expected progress in maths and writing and this child had an EHCP and SEN.
Improved self-regulation of all learners. Pupils are better aware of themselves as learners and are better able to access the curriculum as a result.
All staff have now received training on meta-cognitive strategies for the classroom and there has been a whole school focus on what makes a good learner. Through observations and discussions, it is clear to see that children are very engaged with their learning and know, or are learning about, what makes a successful learner and are applying this in the classroom.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Offering a wide range of high-quality extra-curricular activities to boost well-being. There will be a breadth of activities to give children a full range of opportunities to develop confidence and social skills. Disadvantaged pupils will be encouraged to participate.
- Early language development intervention programme for EYFS children being delivered by trained staff.
- Continued cooperation and open dialogue between school families and school staff to ensure that the best outcomes are met for all pupils.
- A 'Reading for Pleasure' strategy is followed throughout the whole school. All classes have designated reading areas, allow time to read daily both individually and as a class. All classes have a wide range of high quality texts and teachers recommend 'good reads' for each year group. Pupils have weekly access to a well-resourced library.