

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Belmore Primary Academy
Number of pupils in school	553 (11/11/21)
Proportion (%) of pupil premium eligible pupils	193 Pupil Premium pupils 11.11.21 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Lawrence Hyatt
Pupil premium lead	Christopher Chamberlain
Governor / Trustee lead	Dawn Dallas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236720
Recovery premium funding allocation this academic year	£25,520
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	£236720

Part A: Pupil premium strategy plan

Statement of intent

At Belmore Primary Academy, we believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind.

As a school we will provide opportunities to break through barriers by adhering to our core values which demonstrate our high aspirations for all our children.

Our goal is to ensure that all children – including the most disadvantaged – get access to a high quality curriculum and further educational opportunities they deserve and make the most of them and to create a better future for all through the transformational power of education and learning.

On their journey through Belmore Primary Academy we will

- Ensure that these pupils feel successful in their learning by regularly providing them with the opportunity to share ideas, ask questions or to present work regardless of ability. Where necessary, we will prioritise these Pupil Premium pupils for additional support and intervention. These Pupil Premium pupils will receive pre-teaching in non-core subjects in order to help them with this through the use of knowledge organisers, retrieval practice alongside a range of teaching strategies.*
- Check these pupils understanding of knowledge and skills being taught in every lesson through the use of entry and exit quizzes, pre teaching concepts and skills and low stakes mini quizzes.*
- Support these pupils in obtaining the correct school uniform so that they are able to feel that they are equal to their peers. All Pupil Premium pupils will be provided with a school sweatshirt and a book bag when they first apply and qualify for Pupil Premium.*
- Give priority to Pupil Premium pupils to certain clubs and extracurricular activities so that they are fully participating in school life*
- Ensure that these pupils have taken up places for trips, workshops and enrichment activities and are supported where necessary so that there is wide access to cultural-capital enriching and wider curriculum opportunities.*
- Encourage the parents of all Pupil Premium pupils to engage with Parent Consultations and be proactive in ensuring these meetings go ahead.*

- *Prioritise support for these pupil's parents to attend Parent Learning Sessions offered through the school having regular conversations with them informing them of any specific training offered.*
- *Where appropriate, engage with external agencies to further support our Pupil Premium pupils and their families.*
- *Encourage these pupils to attend our breakfast club to ensure that they arrive early to reduce the chance of lateness or non-attendance and be proactive in monitoring the attendance of these pupils and providing targeted support where needed.*
- *Develop the use of home learning including the use of online reading programmes, to allow these pupils to engage with their learning at home.*
- *Provide the Pupil Premium pupils with opportunities to improve their reading every day by using laptops in school provided through the pupil premium strategy.*

Challenges

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

Challenge number	Detail of challenge
1	Socio – Economic barriers.
2	Social, emotional and mental health lack of confidence and self-esteem (including families).
3	Pre-existing educational gaps in reading, writing, maths, phonics and speech, language and communication.
4	Working vocabulary is limited and vocabulary acquisition is behind their peers.
5	Variances in parental engagement and expectations in their children's learning.
6	Low attendance / punctuality rates.
7	Lower levels of life experience, cultural literacy, limited access to sports, arts and music beyond the school experience. Everyday opportunities are limited.
8	Reading for pleasure has lower engagement for the group as a whole in comparison with non-disadvantaged peers.
9	School closure, home learning means gap may widen between PP pupils and Non-PP children.

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
<p>Through the effective use of quality first teaching and intervention, teachers are able to address and narrow educational gaps where present</p>	<ul style="list-style-type: none"> • Improve the progress of disadvantaged students so there is a reduced gap between disadvantaged and non-disadvantaged students. • End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes. • PP premium children will achieve a good level of progress that is in line or above that of the same group, both locally and nationally, and the gap between their non-disadvantaged peers will diminish. • Pupils will excel in other curriculum areas.
<p>Through a language rich curriculum, classroom and interventions our children are able to access a wider range of texts through an expanding bank of vocabulary across all subjects through explicit teaching and practice.</p>	<ul style="list-style-type: none"> • PP pupils become fluent in the use of both simple and complex subject specific terminology and more general vocabulary
<p>Increased levels of parental involvement, engagement in their children's learning. Parents gaining greater range of learning skills to assist with language development at home. Increased number of parents coming in to school to develop skills in phonics and reading</p>	<ul style="list-style-type: none"> • A significant increase in the number of parents involved and engaged in their children's learning and progress. There will be increased levels of pupil engagement and aspiration.
<p>More of our families are supported to access activities beyond those traditionally provided through the curriculum through the pupil premium.</p>	<ul style="list-style-type: none"> • More children accessing activities beyond the curriculum offer • Food bank and wider support continues to support most vulnerable families
<p>The social and mental health of our Pupil premium children is positive</p>	<ul style="list-style-type: none"> • School has effective provision and support in place to help tackle our children's and families' mental health. Higher attendance and greater participation by parents and children in the targeted focused support – e.g. parent workshops.

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 (for example, CPD, recruitment and retention, staffing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD to increase subject knowledge and pedagogy. Greater support from large curriculum team with a focus on enrichment of curriculum	High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF PP Guide, 2021	3,4,9
CPD around pre teaching sessions helping them to activate and structure essential prior knowledge for targeted pupils	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF, 2021)	3,4,9
High quality teaching and learning INSETs	High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF PP Guide, 2021	3,4,9
Curriculum Development - The Write Stuff Training/Curriculum Maestro	High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF PP Guide, 2021	3,4,9

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

Budgeted cost: £68,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Maths across school	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>(EEF, 2021)</p>	3,4,9
Structured interventions for Reading across school	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>(EEF, 2021)</p>	3,4,8,9
Structured interventions for Phonics across school	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>(EEF 2021)</p>	3,4,8,9

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

Budgeted cost: £68,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits and enrichment opportunities	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	1,5,7
Parent workshops	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement strategies are typically more effective with parents of very young children. (EEF, 2021)</p>	1,2,3,5,8
Arts workshops/ Musical instrument tuition	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils.</p> <p>(EEF 2021)</p>	1,5,7
School Council roles	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	2,5,7
Breakfast Club	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	1,2,6,
Family support by school and external services (Educational Welfare; Family Support; School Nurse)	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement strategies are typically more effective with parents of very young children. (EEF, 2021)</p>	1,2,3,4,5,6,7

Total budgeted cost: £ 236720

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2020-21		% at ARE
Year 1	Reading	31
	Writing	31
	Maths	31
Year 2	Reading	46
	Writing	31
	Maths	42
Year 3	Reading	39
	Writing	8
	Maths	15
Year 4	Reading	50
	Writing	42
	Maths	54
Year 5	Reading	89
	Writing	76
	Maths	89
Year 6	Reading	74
	Writing	81
	Maths	81

The table outlines the percentages of pupils across YR-Y6 working within age related expectations or higher in July 2021.

Writing grades were wholly teacher assessed, end of key stage judgements were supported by the 2019 Assessment Framework.

Maths and Reading outcomes we judged using test results and teachers ongoing formative assessments.

