

Pupil premium strategy statement Sept 2022 – Sept 2023

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	469 not including Nursery and Reception (23/11/22)
Proportion (%) of pupil premium eligible pupils	188 Pupil Premium pupils 23.11.22 40%
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 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Lawrence Hyatt
Pupil premium lead	Christopher Chamberlain
Governor / Trustee lead	Mike Talbot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 257610
Recovery premium funding allocation this academic year	£ 26000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£ 283610

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

- Strive to ensure all children will receive Quality First Teaching*
- 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 a regular diet of tiered vocabulary throughout the curriculum*
- 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 and develop these pupils oracy skills so they are confidently taking part in every lesson and have an increasing bank of vocabulary to support them with their learning*
- 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 an increasing number of extracurricular activities so that they are fully participating in school life.*
- Encourage Pupil Premium pupils with regular opportunities to become active members of the school community through School Council, Pupil Voice, Pupil Ambassadors.*
- 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.*

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.

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
More of our families are supported to access activities beyond those traditionally provided through the curriculum through the pupil premium.	<ul style="list-style-type: none"> Number of children attending additional clubs is increasing More children accessing activities beyond the curriculum offer
Review Statement September 23	<ul style="list-style-type: none"> 22-23: As of the HoS report to the LGB Trips Clubs and visits have continued to increase throughout the year. 250 children have attended school led clubs - free of charge and another 300 have attended a PSD club. School Newsletter shares stories of enrichment and extra activities on a half termly basis with the wider community See July 2023 The school supports the PSD (Sports provider HAF funded holiday clubs) The school also ran a keeping in touch Family morning on Tuesdays throughout the summer holiday providing opportunities for families to join for breakfast and a lunch and spend time together playing games Trips increased again throughout the year and activities including trips to the Diana memorial and the Y6 residential took place. Brentford coming in to support PE in year 1 with teachers giving pupils opportunities to work with specialist coaches – April 21st (6 weeks) Brentford Coach: Rory (Brentford Coach) said 'It's been a great experience working with year 1 for the last 6 weeks. Both classes have shown fantastic development from week 1 to now. They started of not knowing what net and wall games were and they ended the 6 weeks showing us key net and wall game skills using rackets to balance, bounce and play tennis'.
The social and mental health of our Pupil premium children is positive	<ul style="list-style-type: none"> A significant increase in children's and families' mental health. Higher attendance and greater participation by parents and children in the targeted focused support – e.g. parent workshops around the curriculum
Review Statement September 23	<ul style="list-style-type: none"> The school has hosted a number of parent workshops over the course of the year including but not limited to...Online Safety, grooming and gangs police led training, stronger families coffee mornings, Phonics training for parents, PSHRE re-consultations, among others 80% of parents signed up for the last Spring term parents evening through our online platform – next step to use smarter tracking of non-attenders on this platform in 23-24 The school has a mental health first aider and trained lead Nikki Morgan. School Attendance has improved over the summer term and September 23 has shown positive attendance reports. The school is actively seeking to address attendance concerns at the earliest opportunity. Next Steps – review of Behaviour policy – leads to explore the impact of trauma informed approaches and relational approaches to supporting pupils(Paul Dix)
Through the effective use of intervention and quality first teaching, teachers are able to address and narrow educational gaps where present	<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 pupils will achieve % above levels of progress or against that for other pupils locally and nationally and achieve 'good level of progress' % in line with non PP pupils at Belmore which diminishes the difference. Pupils will transfer skills into other curriculum areas.

<p>Review Statement September 23</p>	<ul style="list-style-type: none"> • Internal assessments show pupil premium pupils are out performing National data expected standard and greater depth in Y1-5. • EOKS1: Pupil premium group out performed 2022 National data in every area except expected standard in Maths (which was in line with 2022 National averages). • Phonics: The pupil premium gap has been significantly reduced since testing restarted after covid. By having a designated Early Reading lead overseeing the delivery of the phonics scheme we aim to continue to diminish the difference. • EOKS2: Pupil premium children achieving in line with the PP Nat Av or above.
<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 • PP pupil's confidence and fluency increases when using technical, subject specialist or new vocabulary.
<p>Review Statement September 23</p>	<ul style="list-style-type: none"> • Deliberate Vocabulary Development- Key walkthru in 2022 – 23. • Staff using sentence stems in maths to support the correct acquisition of technical language
<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.</p> <p>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>Review Statement September 23</p>	<ul style="list-style-type: none"> • Phonics Workshop held November 2022 • Belmore Online Safety Workshops • Phonics Meeting 2 – Information regarding Year 1 Phonics Screening Check March 2023
<p>Improvements in pupils' attendance and punctuality leading to improved levels of progress.</p> <p>Measured by attendance figures and data analysis.</p>	<ul style="list-style-type: none"> • An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.
<p>Review Statement September 23</p>	<ul style="list-style-type: none"> • The number of PP pupils that attend breakfast club is 28 tracking has shown this is down slightly from 39 in Autumn Term 2023. Pastoral team and PP leads monitor attendance • CHILD A: 'I get to eat breakfast every day, and sometimes I don't have time when I'm at home.' • CHILD B: 'I like Breakfast Club because I like the teachers that run it.'

Activity in this academic year 2022-2023

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: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Write Stuff Training/RWI training	<p>EEF Guidance: Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ol style="list-style-type: none"> 1. storytelling and group reading; 2. activities that aim to develop letter knowledge, knowledge of sounds and early phonics; 3. and introductions to different kinds of writing. <p>Early literacy strategies may have components in common with communication and language approaches and may also involve parental engagement.</p>	3,4,
<p>High quality teaching and learning INSETs around Vocabulary and Oracy</p>	<ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. 2. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. <p>(EEF 2021)</p>	3.4

<p>High quality teaching and learning INSETs around Maths/Curriculum development</p>	<p>EEF Research Guidance on Improving Early Maths and KS1</p> <p>EEF Research on improving KS2 Maths</p>	
<p>High quality INSETs around high quality feedback</p>	<p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback</p> <p>3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p> <p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies (EEF 2021)</p>	<p>3,4</p>
<p>Curriculum Development - Curriculum Maestro/White Rose</p>	<p>EEF Research Guidance on Improving Early Maths and KS1</p> <p>EEF Research on improving KS2 Maths</p>	

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

Budgeted cost: £78805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy and vocabulary Quality First teaching</p>	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>(EEF 2021)</p>	<p>3,4</p>
<p>Structured interventions for Reading across school</p>	<p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>(EEF, 2021)</p>	<p>3,4,8,</p>

<p>Structured interventions for Phonics across school</p>	<p>1. 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.</p> <p>2. 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.</p> <p>3. 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).</p> <p>4. 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>	<p>3,4,8,</p>
<p>Structured interventions for Maths across school</p>	<p>EEF Research Guidance on Improving Early Maths and KS1</p> <p>EEF Research on improving KS2 Maths</p> <p>Teaching Assistant Led interventions</p>	<p>3,4,</p>
<p>Teaching assistant (TA) deployment and interventions</p>	<p>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>(EEF 2021)</p>	<p>3,4,8</p>
<p>Within class attainment grouping</p>	<p>1. Within class attainment grouping has a positive impact, on average, of 2 months’ additional progress. The evidence strength, however, is very limited and there is variation behind this average.</p> <p>2. It is important to carefully consider which content is appropriate for within class attainment grouping. While the impact in maths was positive, studies that measured literacy outcomes found no difference, on average.</p>	<p>2,3</p>

	<p>3. Consider the impact of within class attainment grouping on pupils with low prior attainment and carefully monitor engagement and attitudes to learning.</p> <p>4. One advantage of within class grouping might be flexibility in grouping arrangements. Pupils progress at different rates so regular monitoring and assessment is important to minimise misallocation and ensure challenge for all pupils. (EEF 2021)</p>	
Collaborative learning approaches	<p>1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>2. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p> <p>3. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p> <p>4. Competition between groups can be used to support pupils in working together more effectively. However, overemphasis on competition can cause learners to focus on winning rather than succeeding in their learning.</p> <p>5. The most promising collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal.</p>	2,3,4

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

Budgeted cost: £78805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits		1,5,7
Parent workshops	<p>1. 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>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips,</p>	1,2,3,5,8

	<p>support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p>(EEF 2021)</p>	
<p>Arts workshops/ Musical instrument tuition</p>	<p>EEF - Arts Participation evidence</p> <p>1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>2. 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>3. If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve.</p> <p>4. 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
<p>School Council roles</p>	<p>Target pupils, encourage pupils to apply and take up these roles</p>	2,5,7
<p>Breakfast Club</p>	<p>Ring fence spaces, monitor attendance and target pupils</p>	1,2,6,
<p>Family support by school and external services (Educational Welfare; Family Support; School Nurse)</p>		1,2,3,4,5,6,7
<p>Playtime/lunch time equipment</p>	<p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p>	
<p>Holiday Activities and Food Programme</p>	<p>School to continue to facilitate the delivery of the holiday HAF programme delivered by PSD.</p>	1,2,3,4,5,6,7

Total budgeted cost: £257610