

Pupil premium strategy statement Sept 2023 – Sept 2024

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	595 (6/10/2023)
Proportion (%) of pupil premium eligible pupils	171 Pupils 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2023 – Sep 2024
Date this statement was published	Autumn term 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Head of School
Pupil premium lead	Chris Chamberlain
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 258990
Recovery premium funding allocation this academic year	£ 25810
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	£ 284800

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.

Teaching

Our ultimate aim is to ensure an equitable education for our disadvantaged pupils that is adapted to meet their needs. We strive to have a relevant and adaptive curriculum that is delivered by highly-skilled practitioners. Our key principles revolve around Quality First Teaching and setting high expectations. At Belmore Primary Academy, we do not believe a pupil's background is a reason for them not to reach their full potential. Our high- quality curriculum offer aims to enthuse, excite and challenge all children. We strive to embed children's disciplinary knowledge and language through the teaching of discrete subjects thus ensuring pupils are prepared for their next stage in their learning.

Targeted Support

Removing barriers to learning will improve the educational outcomes of our disadvantaged pupils. Through robust diagnostic assessment processes, we target individual children with specialist support to ensure all pupils can access their learning. Our key principles revolve around the whole child, supporting both their academic attainment and emotional wellbeing. We see achievement in reading as an essential part of our Pupil Premium Strategy. We strive to deliver an ambitious reading curriculum. We nurture a love of reading and immerse children in language which enables them to develop a rich vocabulary base.

Wider Experiences

Pupils need to experience a wide range of enriching experiences to develop their cultural capital. This will ensure equity with their peers. By providing a wealth of experiences, pupils will develop a broader sense of the world and have the same access to opportunities as their no disadvantaged peers, helping close the attainment gap. Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	<p>Socio – Economic barriers.</p> <p>Many of our families and face a complex variety of barriers to success. As a school we aim to remove barriers across a range of needs for all of our families at the earliest opportunity.</p>
2	<p>Social, emotional and mental health lack of confidence and self-esteem (including families).</p> <p>SEMH and Well-being was disproportionately impacted by the disruption to our disadvantaged’s education and routine during the pandemic. Pupil premium children require an enhanced package of support to aid their academic progress. Many have social, emotional and mental health needs alongside a lack of confidence and self-esteem issues.</p>
3	<p>Pre-existing educational gaps in reading, writing, maths, phonics and speech, language and communication.</p> <p>Disadvantaged children have lower engagement with reading for pleasure in comparison to their non-disadvantaged peers. Their narrow vocabulary base is a barrier to learning and is having a negative impact on their mastery of language. Additional support is needed in developing and improving children’s phonics and reading skills</p>
4	<p>Working vocabulary is limited and vocabulary acquisition is behind their peers.</p> <p>Data shows that disadvantaged children have low levels of oracy and language development on entry to school. This is further accentuated by little or no pre-school attendance. There is a clear disparity for disadvantaged children in accessing language, exacerbating inequality and restricting access to the curriculum. Working vocabulary is limited and vocabulary acquisition is behind their peers.</p>
5	<p>Parental engagement and expectations in their children’s learning.</p> <p>There are variances in parental engagement and expectations in their children’s learning</p>
6	<p>Attendance</p> <p>A greater proportion of our disadvantaged children have been ‘persistently absent’ compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
7	<p>Lower levels of life experience, cultural literacy, limited access to sports, arts and music beyond the school experience. Everyday opportunities are limited.</p> <p>Children have a lack of access to enrichment experiences to develop their cultural capital. Children’s involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.</p>
8	<p>Reading for pleasure</p> <p>Lower engagement for the group as a whole in comparison with non-disadvantaged peers.</p>

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
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
Through the effective use of Quality First Teaching and intervention 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.
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.	<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. • Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with learning walks to focus on engagement in lessons, book scrutiny and ongoing formative assessments. • High quality texts for all pupils • Through pupil voice, vocabulary development will be evident across the curriculum, where the pupils will be able to articulate their learning using the key vocabulary.
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	<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. • An increased number of parents attending school events e.g. Art showcases, design and technology exhibitions. • An increased attendance at parent's evenings and targeted sessions • reporting on progress. • An increased number of parents responding to parent surveys. • An increased number of parents will attend parent workshops to gain further confidence and identify areas that will support their children – attendance, homework, subject specific, meet the teachers.
Improvements in pupils' attendance and punctuality leading to improved levels of progress. Measured by attendance figures and data analysis.	<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. attendance between disadvantage and non-disadvantaged pupils narrow.

Activity in this academic year 2023-2024

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

- Proportion of Inclusion Department cost
- Proportion of Teaching and Learning - Deputy Head Salary
- Proportion of Phonics Lead and Assistant Head (Reading Lead)
- Walk Thru CPD

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
Delivering impactful CPD to develop Quality First Teaching across the School	Effective CPD ensures well trained staff that are able to identify and address gaps in learning. High quality teaching has the most impact on narrowing the attainment gap and high quality CPD allows teachers to become better (EEF, 2021; Rauch and Coe, 2019; Wiliam, 2016) Education Endowment Foundation: Effective Professional Development Education Endowment Foundation: Characteristics of Effective Professional Development Sutton Trust: Developing Teachers Education Endowment Foundation: Guide to Pupil Premium	T&L DH	1,3,4 ,6,7,8
Implementing adaptive teaching throughout the school. Embed the Belmore 6 areas to ensure consistent high-quality teaching in all subjects. 1. Behaviours & relationships 2. Curriculum Planning 3. Explaining & Modelling, 4. Questioning & Feedback 5. Practice and Retrieval 6. Mode B teaching.	Improve the building blocks of effective practice for all pupils. Education Endowment Foundation: Effective CPD	T&L DH	1,3,4 ,6,7,8
Support from RWI and Maths consultants to develop quality of Teaching and Learning	RWI – Consultants & Development Days NCETM – Consultants Education Endowment Foundation: Effective CPD	T&L DH Phonics & Reading Lead	2,3,4,8
Support from External Consultants to develop quality of Teaching and Learning	Education Endowment Foundation: Effective CPD	HoS	1,3,4 ,6,7,8

<p>Investment in RWI training Investment in Books for KS2 Guided Reading</p>	<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>	Phonics Lead/Reading Lead	2,3,4,8
<p>CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits Embedding the Walk-Thrus</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. Delivering impactful CPD on building relationships. Research suggests that fostering and building a positive relationship positively impacts disadvantaged pupils. Walk-Thru strategies positively engage pupils through a variety of strategies such as think, pair, share, scaffolding, building relationships etc. This will empower teachers to connect with their pupils and enable their disadvantaged pupils to develop a positive outlook on their learning.</p> <p>Education Endowment Foundation: Effective CPD</p>	T&L DH	1,3,4 ,6,7,8
<p>Invest in training and support from NPQ range and also consultants to support the model of instructional coaching for staff to develop quality of teaching. Leaders will be trained to carry out instructional coaching.</p>	<p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching. It uses expert teachers to deliver one-to-one, recurring, sustained, classroom practice focused sessions, which use observation and feedback cycles and encourage teacher to engage in the deliberate practice of specific skills.</p> <p>Instructional Coaching as High- Quality CPD</p>	All SLT	1,3,4 ,6,7,8
<p>Oracy and vocabulary development approaches explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral Language interventions is approximately an additional six months’ progress over the course of a year. There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading.</p> <p>Education Endowment Foundation: Oral Language Interventions</p>	SENDCO- Intervention Lead	1,3,4 ,6,7,8
<p>Pupil Progress Meetings have a focus on Pupil Premium Pupils alongside other vulnerable cohorts</p>	<p>All staff have a clear understanding to the barriers the children who are working below age related are facing. All staff have clear strategies and are confident in supporting the children across the curriculum.</p> <p>Education Endowment Foundation: EEF Guide to the Pupil Premium</p>	All SLT	1,3,4 ,6,7,8

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

Budgeted cost: £78805

- Proportion of HLTA Intervention time
- Two class-based learning support assistants in Y1
- Proportion of Phonics Lead and Assistant Head (Reading Lead)

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
Specialist reading interventions through RWI across all year groups to increase progress and attainment and reading.	<p>Research suggest that interventions that deploy effective, proven strategies can be beneficial to learning. For example, reading comprehension strategies can add up to 6 months (EEF, 2021). Multi-sensory approaches employed in interventions such as colourful semantics) (Hettiarachchi & Ranaweera, 2019)</p> <p>Education Endowment Foundation: Reading Strategies</p>	Phonics Lead/Reading Lead	2,3,4,8
Additional phonic sessions targeted at disadvantaged pupils who require further phonics support. This will be a personalised programme, adapted to meet their needs	<p>Phonics approaches have a strong evidence based indicating a strong evidenced based indicating a positive impact on pupils, particularly form disadvantage pupils.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Education Endowment Foundation: Phonics</p>	Phonics Lead/Reading Lead	2,3,4,8
Provide targeted, structured interventions to children across whole school in Maths.	<p>Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupil's access to the curriculum.</p> <p>Evidence suggests that teaching assistants are more likely to have a positive impact when delivery structured interventions rather than being a general support. As a result, teaching assistants in KS2 will carry out regular small group maths interventions.</p> <p>Education Endowment Foundation: Selecting Interventions</p> <p>Education Endowment Foundation: Improving Mathematics in KS1 and EYFS</p> <p>Education Endowment Foundation: Improving Mathematics in KS2 and KS3</p>	Maths Lead	2,3,4,8

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

Budgeted cost: £78805

- Proportion of the Pastoral Department Cost
- Proportion of release time for PP Champion
- Trips
- Clubs
- External sports clubs
- Breakfast Club
- Parent Workshops

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
Attendance Officer - responsibility for improving attendance, who keeps a high level of communication and support with targeted families and Participation Team	Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021). Education Endowment Foundation: Working with Parents to Support Children’s Learning	Pastoral team to monitor	1,2,5,6
Funding /subsidising trips and visits to ensure disadvantaged children have equal access to enrichment opportunities.	“Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. LOTC, 2021	PP Champion	1,5,7

<p>Parent workshops Invite and monitor attendance levels</p>	<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, 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>PP Champion</p>	<p>1,2,3,5,8</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>	<p>PP Champion</p>	<p>1,5,7</p>
<p>School Council roles</p>	<p>Target pupils, encourage pupils to apply and take up these roles</p>	<p>PP Champion</p>	<p>2,5,7</p>

Breakfast Club	Ring fence spaces, monitor attendance and target pupils Parental engagement means schools working with parents to improve children's academic outcomes (EEF, 2021). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	PP Champion	1,2,6,
Increased number of after school clubs provided by staff	Research shows that the impact of extending the school time increases progress by three months in the course of the year. Research also shows an increase in attendance which also supports the development of disadvantaged pupils' social and emotional needs.	PP Champion	1,6,7
Family support by school and external services (Educational Welfare; Family Support; School Nurse)		Pastoral team to monitor	1,2,3,4,5,6,7
Playtime/lunch time equipment to increase social skills	https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf	Pastoral team to monitor	1,2,6,7
Holiday Activities and Food Programme	School to continue to facilitate the delivery of the holiday HAF programme delivered by PSD.	PP Champion	1,2,3,4,5,6,7
Links with Brentford Football Club - The Primary Stars initiative uses the appeal of the Premier League and professional football clubs to improve and enhance physical education (PE) and other curriculum areas, developing skills and values that are crucial to success in later life	The project: <ul style="list-style-type: none"> Increases children's enjoyment, participation and skills in competitive and non-competitive sports and physical activity. Develops and increases children's understanding of the personal skills and values needed to achieve their goals. Enhances children's interest, understanding and confidence in English and Maths. Develops and enhances the knowledge, skills and confidence of teachers to improve delivery of PE and school sport. Supports young people into further participation pathways in sport. 	PP Champion	2,3,4,5,7

<p>Links with Brentford Football Club - 'Primary STEM Stars' programme with Worley</p>	<p>Targeted towards children in Years 5 and 6 who are less likely to be exposed to STEM careers.</p> <p>The programme:</p> <ul style="list-style-type: none"> • Provides children with a tailored space, resources, and facilities to enjoy STEM subjects in two stages: ending in an educational competition with 4 to 5 other primary schools at the Brentford FC Community Sports Hub. • Inspires young people who may not have considered STEM as something they're interested in and can excel in! • Develops and explores how your students can become the engineers of tomorrow, and allowing them practical hands-on experience with STEM subjects. 	<p>PP Champion, Science Lead</p>	<p>2,3,4,5,7</p>
<p>Links with Brentford Football Club – Social Action Projects</p>	<p>Pupils become more aware of</p> <ul style="list-style-type: none"> • How positive food choices can help our health and the environment • Why reducing air pollution would benefit our planet • Why reducing our use of some energy sources will benefit our environment • What nature is and why it is important. 	<p>PP Champion</p>	<p>2,3,4,5,7</p>
<p>Links with QPR Football club – Premier League Reading Stars</p>	<p>Programme created to:</p> <ul style="list-style-type: none"> • Increases engagement and progress levels in reading for Year 5 and 6. • Targeted at and supports at pupils who are underachieving in reading but who love and are motivated by football. • Sessions give pupils the opportunity to practise, develop and improve their reading skills, including comprehension and inference, using football-related resources and texts 	<p>PP Champion, Reading Lead KS2</p>	<p>2,3,4,8</p>

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 2022 – 2023 academic year.

2022 - 2023		GLD	% at ARE	PP	% above ARE	PP	Nat Av 2023 EXS	Nat Av 2023 PP EXS	Nat Av 2023 GDS	Nat Av 2023 PP GDS
EYFS		64.9%%								
Year 1 Phonics			81%	71%			75%	62%		
Year 2 Phonics			85%	87%			87%	78%		
Year 1	Reading		82%	70%	28%	15%				
	Writing		72%	59%	19%	15%				
	Maths		81%	74%	18%	15%				
Year 2	Reading		68%	65%	29%	26%	68%		19%	
	Writing		69%	61%	10%	9%	60%		8%	
	Maths		68%	52%	32%	26%	70%		16%	
Year 3	Reading		75%	57%	35%	26%				
	Writing		68%	61%	23%	13%				
	Maths		64%	52%	33%	22%				
Year 4	Reading		62%	63%	27%	21%				
	Writing		49%	50%	13%	8%				
	Maths		61%	58%	16%	8%				
Year 5	Reading		74%	68%	34%	32%				
	Writing		68%	56%	18%	8%				
	Maths		75%	60%	29%	16%				
Year 6	Reading		73%	70%	32%	26%	73%	70%	9%	17%
	Writing		74%	57%	16%	9%	71%	58%	13%	7%
	Maths		73%	61%	32%	13%	73%	59%	24%	13%