

Pupil premium strategy statement – Belmont School 2020/21

School overview

Metric	Data
School name	Belmont School
Pupils in school	649
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£180,230.00
Academic year or years covered by statement	2020 - 21
Publish date	September 2020
Review date	01 November 2021
Statement authorised by	Ms L Shaw
Pupil premium lead	Mrs P Aggarwall
Governor lead	Ms S Shah

Disadvantaged pupil progress scores for last academic year - End of KS2 July 2019

Please note - No data was published in July 2020 due to the COVID-19 pandemic Government Guidance. The data below is based on attainment data produced at the end of the 2018/19 academic year. (This data has been published in the Governments Analyse School Performance – ASP).

Measure	Score
Reading	0.67 (National - 0.32)
Writing	0.41 (National - 0.27)
Maths	0.20 (National – 0.37)

Disadvantaged pupil performance overview for last academic year - End of KS2 July 2019

Please note - No data was published in July 2020 due to the COVID-19 pandemic Government Guidance. The data below is based on attainment data produced at the end of the 2018/19 academic year.

Measure	Score
Meeting expected standard at KS2 in Reading	73%
Achieving high standard at KS2 in Reading	27%
Meeting expected standard at KS2 in Writing	80%
Achieving high standard at KS2 in Writing	13%
Meeting expected standard at KS2 in Maths	80%
Achieving high standard at KS2 in Maths	27%
Meeting expected standard at KS2 in Reading, Writing and Maths	67%
Achieving high standard at KS2 in Reading, Writing and Maths	13% - in line with National for Non Disadvantaged

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Targeted PP pupils in Y1 and Y2 meet the expected standard for phonics
Priority 2	Accelerated progress in reading, writing and maths for all pupils eligible for PP to take into account lost learning from lockdown
Barriers to learning these priorities address	<ol style="list-style-type: none"> Under developed language skills impede disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required. Communication and language needs are identified in home language and English The demographics of the local area and school are changing. Many families are leaving the local area due to increases in rent and changes to benefits. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning. The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has identified an increase in the number of children presenting with mental health needs. The COVID-19 Pandemic meant that school were asked to close from Friday 20th March. Pupils may find it difficult to transition back into school/routine and this may affect their ability to learn well and retain new information and learning. They have lower levels of concentration and energy which directly affects their ability to learn well. We have since been placed in a third lockdown with schools being closed to most pupils from 4th January 2021, causing further disruption to pupil's transition.
Projected spending	£47,698.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score.	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	<p>Increase digital engagement so that all FSM pupils are able to complete online learning in the event of self-isolation or another school closure.</p> <p>Improve attendance of disadvantaged pupils to average (97%)</p>	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	IT support – Digital disadvantage – overcoming digital poverty
Priority 2	Establish small group reading interventions for disadvantaged pupils falling behind age related expectations
Barriers to learning these priorities address	<p>Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness</p> <p>Digital disadvantage has come to the forefront significantly from the start of the COVID-19 Pandemic when schools were asked to close by the government. Many children entitled to free school meals lacked basic technology and were completing online learning on smart phones with poor bandwidth that meant children were not always accessing the remote differentiated learning.</p>
Projected spending	£73,020.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Support pupils mental health, wellbeing, and ensuring that they have access to FSM vouchers and resources that will strengthen resilience in times of school closure due to the COVID-19 Pandemic.
Priority 2	Monitor and support families with attendance and acute need
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>The characteristics of the school intake at Belmont has been steadily changing. Far fewer pupils are now eligible for pupil premium than previously the case despite, if anything, an increase in levels of poverty and greater challenges are being faced, given many of the children's home/living conditions, e.g. overcrowding/multioccupancy. Main carers are losing their jobs or being furloughed because of the COVID-19 Pandemic leading to an increase number of families applying for Universal Credit, but being informed that they are not eligible. Pupil Premium may not be a 'fit for purpose' indicator at Belmont School. Data taken from the IDACI (The Income Deprivation Affecting Children Index) identifies that Belmont School is within the top 5 primary schools in Harrow that receive high levels of funding for pupils living in the most deprived areas of Harrow. The banding criteria has changed, as a result we losing a significant amount of funding for families who are the most deprived.</p> <p>Attendance of our pupils in receipt of the Pupil Premium Grant is slightly lower than that of National Average. (All 95.6% – PPG 94.95%).</p> <p>Authorised absence for Pupil Premium children for the academic year 2018-2019 was 3.95 and for Non Pupil Premium children authorised absence was 3.72. Unauthorised absences for Pupil Premium children was 1.34 whereas it was 1.26 for Non Pupil premium pupils.</p> <p>There has been an increase in the past few years in the number of referrals made to Children's Services following disclosures by pupils. A</p>

	number of children eligible for PP receive from the Early Support Team or Children's Services to address issues within the home.
Projected spending	£59,610.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school SENDCo, AHTs, maths-lead to support small groups	Maths lead paired with Phase lead to introduce Maths Mastery CPD from the CNWL Maths Mastery Hub to support quality first teaching for all. Learning Support Staff allocated to support disadvantaged pupils master phonics and fluency.
Wider strategies	Engaging the families facing most challenges	Parent Ambassadors working closely with families to support those who need additional support with claiming Free School Meals and additional support in school.



Review: last year's aims and outcomes (2019/2020)

Aim	Outcome
Progress in Reading and Writing	Schools in England were affected by the coronavirus pandemic. Throughout the period of closures, Belmont School continued to oversee care and support for the children of key workers and our most vulnerable pupils, as well as provide remote learning for all pupils.
Progress in Mathematics	We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Belmont have worked hard to mitigate this. We have provided home learning activities using our chosen online learning platform. We also contacted every family weekly/fortnightly and for our most vulnerable families, this included liaising with children services. Staff went above and beyond to cater for pupils needs by working with additional services such as social care, health teams and education welfare to ensure that families are supported.
Phonics	
Other	<p>Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps (June/July 2020) which have come about during the lockdown period, particularly so for disadvantaged children. We have, of course, continued to provide home learning opportunities for those children who will need to self-isolate or in the event of 'bubble' closures. Schools were once again asked to close in January 2021. This time, we also added to our home learning provision by a daily chat function for pupils to discuss the learning that had been set for the day. Staff create videos where learning is shared and presented and then questions asked and learning celebrated.</p> <p>This academic year we planned for what a 'recuperation' curriculum needs to look like for our children, including our disadvantaged and vulnerable pupils. This has informed the planning of this strategy for raising the attainment of disadvantaged children at this school. Alongside our original plans implemented in 2019, we will focus on:</p> <ul style="list-style-type: none"> • Identifying learning gaps and putting high impact strategies in place to address them • Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties • Strengthened and improved levels of personal choice and engagement and pupils' capacity to regulate their own behaviour and learning • Developing good emotional health, self-regulation, happiness and wellbeing • Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement • Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves