

## Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Belmont School				
Academic Year	2018-19	Total PP budget	£172,652.70	Date of most recent PP Review	Sept 2018
Total number of pupils	640	Number of pupils eligible for PP	122	Date for next internal review of this strategy	July 2019

2. Current attainment - End of KS2 July 2018		
	<i>Pupils eligible for PP ( school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths (End of KS2 data)	57%	70%
Progress measure of Pupil Premium pupils in reading (End of KS2 data taken from ASP)	4.21	0.31
Progress measure of Pupil Premium pupils in writing (End of KS2 data taken from ASP)	0.90	0.24
Progress measure of Pupil Premium pupils in mathematics (End of KS2 data taken from ASP)	2.31	0.31

3. Barriers to future attainment (for pupils eligible for PP)	
In school barriers (Academic and Social)	
A.	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.
B.	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.
C.	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.

<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>	
<b>D.</b>	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 being faced, given many of the children's home/living conditions. E.g. overcrowding/multioccupancy. 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.
<b>E.</b>	Pupils start Nursery or Reception with low language levels and/or are not prepared for school, for example not toilet trained.
<b>F.</b>	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading,
<b>G.</b>	Parental engagement with school and perceptions of education.
<b>H.</b>	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 number of children eligible for PP receive support from the Early Support Team or Children's Services to address issues within the home.
<b>I.</b>	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%). Authorised absence for Pupil Premium children for the academic year 2017-2018 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.
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>	
<b>Success criteria</b>	
<b>A.</b>	Improve progress for higher attaining pupils.
<b>B.</b>	Improve rates of progress across the school for lower prior attaining and SEN pupils eligible for PP.
<b>C.</b>	Narrow the gap between PPG children and other pupils through enrichment, extracurricular activities and planned intervention.
<b>D.</b>	The attendance of PPG pupils to improve so that their attendance is in line with, or above, National Averages.

## 5. Planned expenditure

Academic year

2018-2019

Throughout the year we will track the progress of the children and any impact of strategies provided. We will analysis their progress against progress of other children in the class and children nationally. We will also use information gained from looking at the evidence in their books and tracking progress.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>Continued targeted CPD on providing challenge for higher attaining pupils through INSET/phase meetings and learning review progress in children's books through</li> </ul>	Improve progress for higher attaining pupils.	High attaining pupils eligible for PPG are making less progress than other higher attaining pupils.	<p>Through INSET/phase meetings and coaching/mentoring</p> <p>Learning reviews to focus on greater depth/exceeding pupils.</p>	SLT Subject Leaders Class teachers	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>
<ul style="list-style-type: none"> <li>Pupil progress meetings to take place termly with each class teacher to monitor how teaching and learning is adapted to reflect children's starting points.</li> <li>Review our 'Shared Vision for Effective Teaching and Learning'.</li> <li>Provide CPD for teachers and support staff on effective teaching and learning with a specific focus on differentiation</li> <li>Monitor and evaluate the quality of teaching and learning across the school ensuring that there is a consistent approach in line with the shared vision</li> <li>Provide continuing professional development for school leaders, teachers and support staff on the effective use of assessment information.</li> </ul>	Improve rates of progress across the school for lower prior attaining and SEN pupils eligible for PP.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie	<p>Through INSET/ phase meetings and coaching/ mentoring.</p> <p>Learning reviews across school and with other schools.</p> <p>Lesson observations/ peer observations across the school.</p>	SLT Subject Leaders Class teachers	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>

<ul style="list-style-type: none"> <li>• Oral and written feedback to stretch and deepen children’s understanding of learning and identify key next steps for enrichment.</li> <li>• Marking policy updated.</li> </ul>	<p>Pupils to take responsibility for their learning by responding to feedback.</p>	<p>The Education Endowment Foundation (EEF) and John Hattie all cite oral and written feedback is effective. Based on Education Endowment Foundation (EEF) studies, a meta-analysis of studies focusing on formative assessment in schools indicates the gains can be up to four months when the approach is supported with professional development. As a school, there is a rigorous cycle of moderating and reviewing progress in books to ensure that appropriate feedback is provided to pupils and that pupils are able to respond appropriately</p>	<p>Good level of development data at the end of Reception. From their starting point, a higher proportion of Pupil Premium pupils make accelerated progress to diminish differences and are either working at, or exceeding, the expected standard. Learning reviews will demonstrate that pupils take greater responsibility for their learning and respond to their next steps. There is evidence of pupils responding to feedback resulting in progression of skills within written work</p>	<p>SLT Subject Leaders Class teachers</p>	<p>January 2019  April 2019  July 2019</p>
<b>Total budgeted cost</b>					<b>£65502</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>• Weekly and daily small group/individual interventions for pupils – in addition to standard lessons.</li> <li>• Subsidised educational trips/visits. Subsidised extra-curricular clubs.</li> <li>• Training for staff on issues surrounding attachment needs of children</li> </ul>	<p>Narrow the gap between PPG children and other pupils through enrichment, extracurricular activities and planned intervention.</p>	<p>To ensure that the specific needs of children are met to make maximum progress and narrow the gap – including for those who are vulnerable families.</p>	<ul style="list-style-type: none"> <li>• Small groups Individual 1:1 support Counselling sessions</li> <li>• Provision mapping of interventions</li> <li>• LSA training</li> <li>• Use INSET/ staff meetings to implement the training centred on safeguarding and early intervention services for vulnerable families.</li> </ul>	<p>SLT Subject Leaders Class teachers</p>	<p>January 2019  April 2019  July 2019</p>

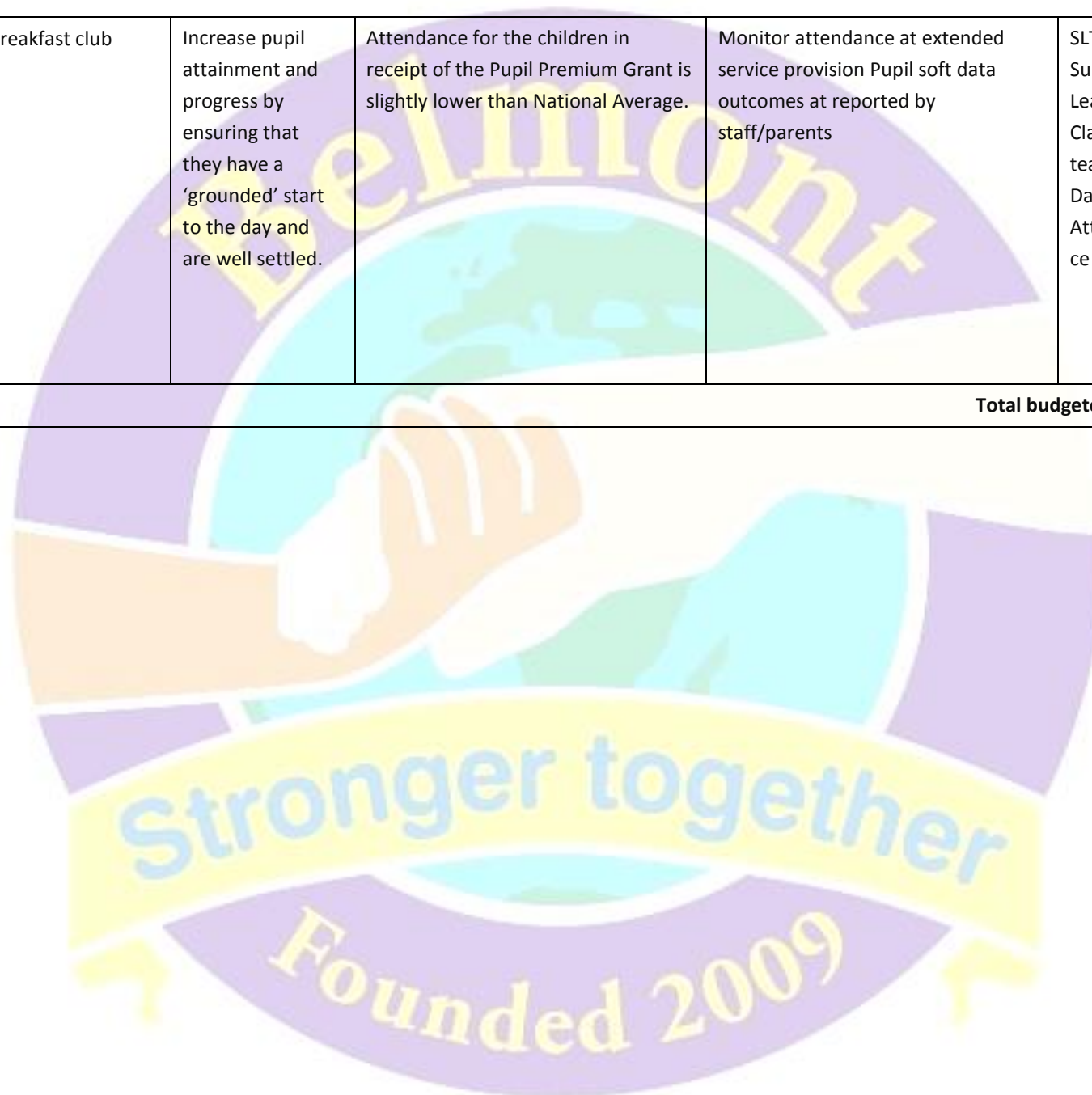
<ul style="list-style-type: none"> <li>Support by a TA reading, book changing and reading with PP pupils across the school.</li> </ul>	<p>Ensure all PP pupils in the school have their reading book changed daily and are heard to read at least 3 times a week.</p>	<p>To ensure that the specific needs of children are met to make maximum progress and narrow the gap in reading and oracy skills</p>	<ul style="list-style-type: none"> <li>Individual 1:1 reading support with 3 LSAs focused on supporting pupil premium readers from Year 1 to Year 6.</li> <li>Provision mapping of interventions</li> <li>LSA training</li> </ul>	<p>SLT Subject Leaders Class teachers ESLT</p>	<p>January 2019  April 2019  July 2019</p>
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**Total budgeted cost** £59,521

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>AHTs to monitor attendance of the children in receipt of PPG and work with parents accordingly.</li> <li>Attendance support plans put in place where parents require the support. Or alternatively target sheets for children.</li> </ul>	<p>The attendance of PPG pupils to improve so that their attendance is in line with, or above, National Averages.</p>	<p>Attendance for the children in receipt of the Pupil Premium Grant is slightly lower than National Average.</p>	<p>Monitoring of SLT. Meetings with parents.</p> <p>Support plans/target sheets</p> <p>School Councillors to share the attendance matters leaflet with all classes and to run parent workshops to share the importance of good attendance</p>	<p>SLT Subject Leaders Class teachers Data and Attendance office</p>	<p>January 2019  April 2019  July 2019</p>

<ul style="list-style-type: none"> <li>Pay for pupils to attend breakfast club</li> </ul>	<p>Increase pupil attainment and progress by ensuring that they have a 'grounded' start to the day and are well settled.</p>	<p>Attendance for the children in receipt of the Pupil Premium Grant is slightly lower than National Average.</p>	<p>Monitor attendance at extended service provision Pupil soft data outcomes as reported by staff/parents</p>	<p>SLT Subject Leaders Class teachers Data and Attendance office</p>	<p>January 2019  April 2019  July 2019</p>
<b>Total budgeted cost</b>					<b>£5981</b>



## 6. Additional detail

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. Our school motto 'Stronger together', reflects our high expectations of the whole school community and we are a UNCRC RRSA Gold school in every respect (January 2019). Our Rights Respecting School work underpins everything we do. The following articles underpin the fundamental values of how Pupil Premium funding is utilised at Belmont School:

- *Article 3 states: All organisations concerned with children should work towards what is best for each child.*
- *Article 15 states: Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.*
- *Article 23 states: Children who have any kind of disability should have special care and support so they can lead full and independent lives.*
- *Article 28 states: Children have a right to an education... primary education should be free*
- *Article 29 states: Education should develop each child's personality and talents to the full*



Stronger together

Founded 2009