

## Pupil premium strategy statement 2021/22

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	Belmont School
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs P Aggarwall
Pupil premium lead	Mrs P Aggarwall
Governor / Trustee lead	Mr M Kara

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,160.00
Recovery premium funding allocation this academic year	£20,130.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,290

## Part A: Pupil premium strategy plan

### Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Belmont school, we want all of our children to reach their academic and social and emotional potential through the consistent excellent delivery of a high-quality progressive curriculum. For our disadvantaged children particularly, we are very aware of the barriers which they may have to achieving this vision. Staff at Belmont, work collaboratively with our families and outside agencies to provide a holistic and personalised approach.

We have identified the key barriers for many of our children (including those in receipt of free school meals or who have been). Belmont has a large proportion of families who sit just above the threshold for FSM and we need to ensure that their needs are met and that we provide the support they need in the same way as we do for our identified disadvantaged children.

How does your current pupil premium strategy plan work towards achieving those objectives?

We have identified the key barriers to success for our children and used these to design our curriculum and pupil premium strategy. From this we have identified key outcomes and activities (based on published evidence) which we feel will deliver long term impact for our disadvantaged children.

What are the key principles of your strategy plan?

- All children leave primary school with a broad knowledge of the world enriched through varied experiences
- All children will have a love of reading through exposure to high quality texts
- All children will be able to articulate and reason about the world using highly developed vocabulary
- All children will leave primary school reaching their full potential irrespective of their background or ability
- Parents feel challenged and involved with school so that they can provide effective support to their children
- Attendance of disadvantaged children is in line with other children in school

## Challenges

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

Challenge number	Detail of challenge
1	<i>Poor access to life experiences and knowledge of the world</i>
2	Poor vocabulary and exposure to high quality texts
3	Low starting points links to poor language development for our younger children
4	Chaotic family lives and Social Service involvement
5	Parental anxiety about education provides low levels of support for learners
6	Poor attendance for a small number of disadvantaged families

## 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
All children leave primary school with a broad knowledge of the world enriched through varied experiences	<p>Teaching will be consistently high quality in all areas of the curriculum.</p> <p>Belmont's curriculum will provide a broad and balanced body of knowledge which is progressive over time.</p> <p>Teachers will effectively use a range of retrieval and retention techniques to build children's understanding over time.</p> <p>Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD</p>
All children will have a love of reading through exposure to high quality texts	<p>Children will be exposed to a wide variety of high-quality texts.</p> <p>Children will be explicitly taught reading and comprehension skills and given opportunity to apply these.</p> <p>Children will practise their reading fluency and develop better reading stamina.</p> <p>Phonics is taught to a high standard throughout school.</p>
All children will be able to articulate and reason about the world using highly developed vocabulary	<p>Children will be exposed to a wide variety of high-quality texts.</p>

	<p>Teachers will effectively use a range of retrieval and retention techniques to build children's understanding over time.</p> <p>Children with poor speech and language are identified quickly and supported in developing their skills.</p> <p>Staff have been trained to deliver effective interventions.</p> <p>Staff are highly skilled at identifying key vocabulary across the curriculum and ensuring children apply it in extended pieces of writing</p>
All children will leave primary school reaching their full potential irrespective of background or ability	<p>School ensures that the UNICEF Rights of a Child and the Global Goals are successfully embedded across the Curriculum.</p> <p>School will provide a graduated approach to supporting children and families with their mental health</p>
Parents feel challenged and involved with school so that they could provide effective support to their children	School will work with parents to ensure they can support their children with learning
Attendance of disadvantaged children is in line with other children in school	<p>School will work successfully to improve the attendance of a small group of disadvantaged children through the development of an attendance graduated approach</p> <p>School will work with external agencies (where necessary) to provide more intensive support</p>

## 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)

Budgeted cost: £73,020.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing consistently high-quality pedagogy through high-quality CPD</i> Focusing on – <i>Quality of curriculum, schemes of work for each subject. Supporting pupils on the graduated approach.</i>	EEF Teaching and Learning Toolkit (September 2021) Metacognition and self-regulation, Feedback and Mentoring.	1, 2, 3 and 4
<i>Ensure that the teaching of writing is consistently high quality</i>	As above	1, 2, 3 and 4
<i>Ensure that the teaching of reading and phonics is consistently high quality</i>	As above	1, 2, 3 and 4
<i>Ensure that all subjects are assessed consistently</i>	EEF Teaching and Learning Toolkit (September 2021) Metacognition and self-regulation Feedback	1, 2, 3 and 4

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

Budgeted cost: £ 59,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured TA Interventions to close gaps in Reading and Writing and Maths</i>	EEF Teaching and Learning Toolkit (2021) Small Group Tuition TA Intervention Oral Language Intervention Phonics Reading Comprehension Strategies	1,2,3 and 4

<i>Teacher Led Interventions to close gaps in Reading, Writing and Maths</i>	EEF Teaching and Learning Toolkit (2021) Small Group Tuition Oral Language Intervention Phonics Reading Comprehension Strategies Group Tutoring	1,2,3 and 4
<i>One to one Reading Interventions with TAs</i>	EEF Teaching and Learning Toolkit (2021) One to One Tuition Reading Comprehension Strategies Phonics	1,2,3 and 4
<i>One to one New to English Interventions with Parent Ambassadors</i>	EEF Teaching and Learning Toolkit (2021) One to One Tuition Functional Language support Phonics/Reading support	1,2,3 and 4
<i>Build positive dialogues about learning with parents</i>	EEF Teaching and Learning Toolkit (2021) Parental Engagement	5

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

Budgeted cost: £ 59,610

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Support mental health of identified children</i>	EEF Teaching and Learning Toolkit (2021) Behaviour intervention Physical activity NFER report – Recovery during a Pandemic (Sept 2021) p.10 Coaching and Mentoring Counselling Educational Mental Health Practitioner	5 and 6
<i>Provide support to improve attendance with external agencies if necessary</i>	EEF Teaching and Learning Toolkit (2021) Behaviour intervention Physical activity Parental Engagement Coaching and Mentoring	5 and 6
<i>Provide support for families with breakfast club, enrichment and extracurricular activities</i>	EEF Teaching and Learning Toolkit (2021) Coaching and Mentoring Behaviour intervention Physical activity	5 and 6

**Total budgeted cost: £ 192,290**

## 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.

We have no published data for 2020-21 but we have carried out an evaluation of the impact we had in achieving the targets from our previous strategy. We have used standardised assessment data, teacher assessment, headteacher reports, feedback from pupil voice and parent interview activities.

Teaching, intervention and early help support needs to continue in order to remove barriers to pupil success and ensure catch up where required. The gap has widened slightly for a very small number of disadvantaged pupils who have fallen further behind than others and these are being targeted on an individual basis.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to some of our disadvantaged pupils.

The impact was mitigated by our resolution to maintain a high quality, full curriculum, including during periods of partial closure, which was aided by use of a blended approach using Microsoft Teams. Remote education coincided with the implementation of the school's reviewed curriculum and was adapted successfully to remote provision ensuring full curriculum coverage. This followed the school's approach to teaching pedagogy including the offering of targeted remote interventions and whole school events. This ensured 'school belonging' remained strong and internal data demonstrates that where pupils/groups of pupils did fall behind, it was not as significant as their peers nationally.

Remote education engagement during school closure varied with the vast majority accessing the pre-recorded lessons, regularly submitting work and engaging with the learning platforms. Where engagement was limited or irregular, systems were established which removed barriers to accessing online learning. Families were given laptops and devices that were in addition to those provide by the DFE to support learning. Data analysis clearly demonstrated that where pupils engaged was strong, progress was in standardised test scores was higher.

Strategies employed enabled the school community to recover as realistically as possible from the impact of the pandemic and return to as normal a routine as possible. This included the development of a comprehensive catch up strategy to enable pupils to overcome additional barriers to learning. Our in-school counsellor maintained regular contact with pupils and families to continue therapy as and when needed. She also worked closely with staff to develop and

strengthen strategies that supported staff understanding, awareness and practice on how they could make the transition back into school much easier for those who had suffered trauma or those who struggled with coming back to school after prolonged school/bubble closures.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Precision Teaching	Harrow EP Service
Time Tables Rockstars	TT Rockstars
Reading Rockets	Rising Stars
Education Mental Health Practitioner	Mental Health Support Team
Sports coaching	Be Active
Breakfast and Afterschool Club	Activity Centre for Excellence
Literary Tree	Writing and Reading Schemes of work
National Online Safety – Training and support for staff and parents	National Online Safety
Forest School	Forest School Association