

Pupil premium strategy statement 2022/23

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 (3-year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs P Aggarwall
Pupil premium lead	Mrs P Aggarwall
Governor / Trustee lead	Mr S Sharma

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,735
Recovery premium funding allocation this academic year	£16,143
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	£169,878

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Belmont school, we want all 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	Poor access to life experiences and knowledge of the world
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. Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Specialist provision and support is required for these pupils
6	Poor attendance for a small number of disadvantaged families
7	The school needs to continue 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.
8	The demographics of the local area and school are changing. 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. Targeted intervention is required for these pupils.
9	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. Specialist provision and support is required for these pupils
10	Low 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.

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	Teaching will be consistently high quality in all areas of the curriculum. Belmont's curriculum will provide a broad and balanced body of knowledge which is progressive over time.

	<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> <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.</p> <p>Learning reviews 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>
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

<p>Attendance of disadvantaged children is in line with other children in school</p>	<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>
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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: £ 59,610

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.	All
<i>Ensure that the teaching of writing is consistently high quality</i>	As above	1, 2, 3, 4, 7, 8, 9 and 10
<i>Ensure that the teaching of reading and phonics is consistently high quality</i>	As above	1, 2, 3, 4, 7, 8, 9 and 10
<i>Ensure that all subjects are assessed consistently</i>	EEF Teaching and Learning Toolkit (September 2021) Metacognition and self-regulation Feedback	1, 2, 3, 4, 7, 8, 9 and 10

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	All

<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, 4, 7, 8, 9 and 10
<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, 4, 7, 8, 9 and 10
<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	All
<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: £ 50,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: £ 169,878

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.

Last year was the first year to return to full time schooling since the schools were closed due to the COVID-19 pandemic. The national statutory tests returned for Years 2 and 6 and Year 6 were moderated for Writing. Both staff and pupils had to resettle into the full time routine and the impact of Covid was still evident, particularly in relation to behaviour, mental health, and wellbeing.

As evidenced in schools across the country, school closure was most detrimental to writing as children were unable to practice writing at length. Nationally, the gap between disadvantaged and non-disadvantaged pupils had widened in reading, writing and maths as they were unable to access many of the interventions and activities which they would have received in a normal academic year.

Teaching, intervention, and early help support was identified to remove barriers to pupil success and catch-up tuition was provided to a number of pupils who were able to develop better emotional regulation. 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 internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than previous years in key areas of the curriculum. Gaps in learning were planned for and addressed through high quality teaching and interventions where necessary.

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.

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 and SENDCo devised specific training around children's, families, and staff mental health and how to improve the school's culture and practice

towards reintegration. This enabled 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 continued to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continued to build on that approach with the activities detailed in this plan.

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.

Overall attendance in 2020/21 was around 93%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and so was persistent absence. This was mainly due to the changes around Covid testing earlier in the year. Several families also took more holidays and extended holidays as restrictions were lifted. There were also several childhood illnesses which affected attendance for prolonged periods, which is why attendance is a focus of our 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
Timetables Rockstars	TT Rockstars
LBQ	Learning by Questions
Rocket Phonics	Rising Stars
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
National College for School Leaders	National College
Forest School	Forest School Association
My Maths	
Active Learn	Pearson's
Wigmore Hall – School Support Programme (Year 1)	Wigmore Hall
Holiday Clubs	HAF
1:6 Catch Up Tuition	Bright Heart
Umbrella Project	Mind First
RISE Project	Drama Project
THE OPAL PRIMARY PROGRAMME	OPAL
Parent Ambassador Project	John Lyon's Charity