

Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	644
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 2024-25 2025 -26
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs P Aggarwall
Pupil premium lead	Mrs P Aggarwall
Governor lead	Mr S Sharma

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,050
Recovery premium funding allocation this academic year	£6,021
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	£226,071

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Belmont school, our intention that all children 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

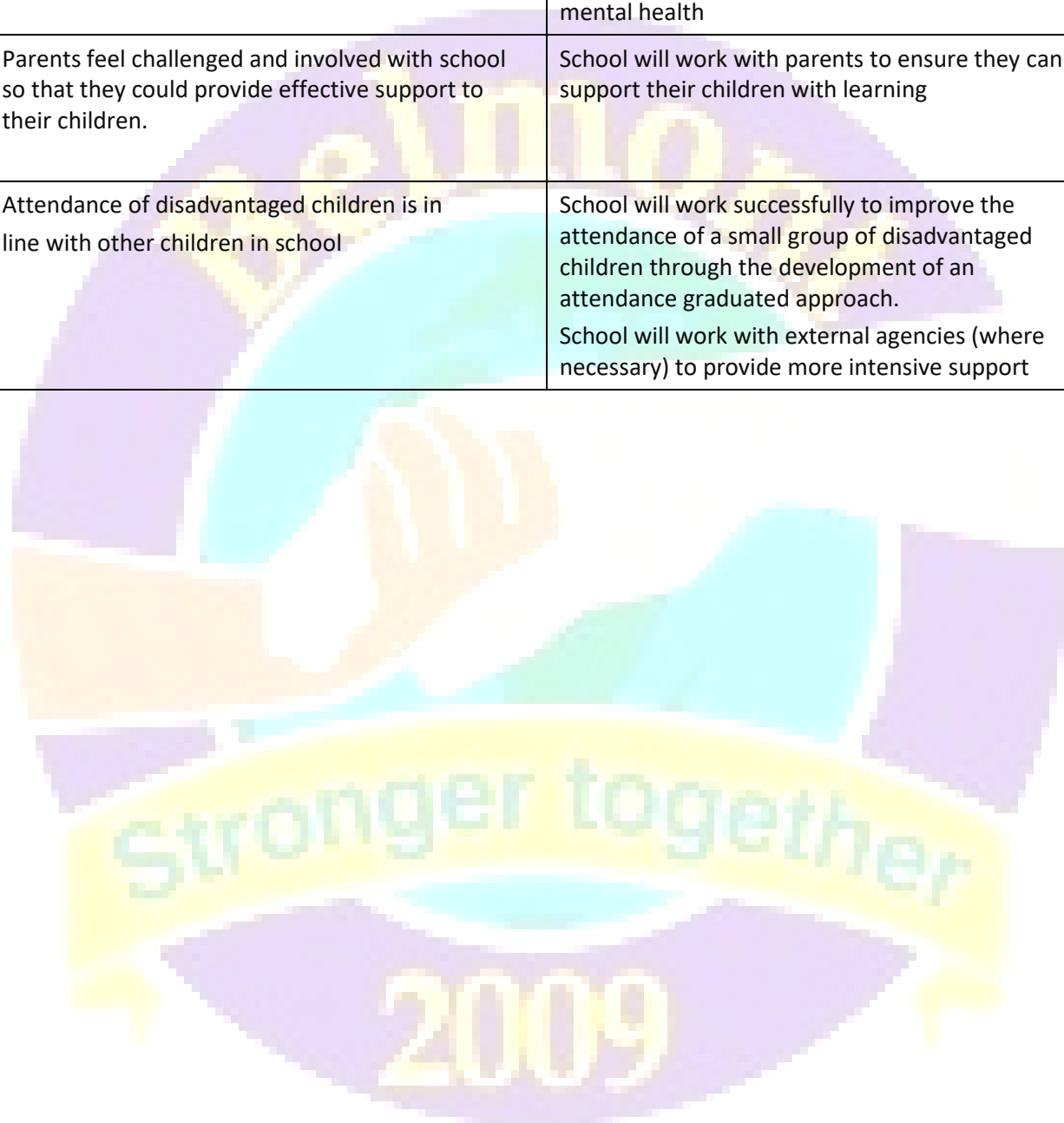
Challenge number	Detail of challenge
1	Poor access to life experiences and knowledge of the world
2	Poor vocabulary and exposure to high quality texts
3	Low starting points links to poor language development for our younger children
4	Chaotic family lives and Social Service involvement
5	Parental anxiety 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 number of disadvantaged families has meant that these families qualify as persistent absentees from school.
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	A high proportion of PP pupils are classified as SEND (26%). Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of many of our disadvantaged pupils who are also SEND have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Specialist provision and support is required for these pupils
10	Low cultural capital within the school community. 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
<p>All children leave primary school with a broad knowledge of the world enriched through varied experiences</p>	<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> <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>
<p>All children will have a love of reading through exposure to high quality texts</p>	<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>
<p>All children will be able to articulate and reason about the world using highly developed vocabulary</p>	<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>

	Staff are highly skilled at identifying key vocabulary across the curriculum and ensuring children apply it in extended pieces of writing
All children will leave primary school reaching their full potential irrespective of background or ability	School ensures that the UNICEF Rights of a Child and the Global Goals are successfully embedded across the Curriculum. School will provide a graduated approach to supporting children and families with their mental health
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	School will work successfully to improve the attendance of a small group of disadvantaged children through the development of an attendance graduated approach. School will work with external agencies (where necessary) to provide more intensive support



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: £ 79,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Developing consistently high-quality pedagogy through high-quality CPD</i></p> <p>Focusing on –</p> <p><i>Quality of curriculum, schemes of work for each subject.</i></p> <p><i>Supporting pupils on the graduated approach.</i></p>	<p>EEF Teaching and Learning Toolkit (September 2021)</p> <p>Metacognition and self-regulation, Feedback and Mentoring.</p>	All
<p><i>Ensure that the teaching of writing is consistently high quality</i></p>	As above	1, 2, 3, 4, 7, 8, 9 and 10
<p><i>Ensure that the teaching of reading is consistently high quality</i></p>	<p>Purchasing of diverse texts that will engage pupils and enable pupils to choose texts that they not only enjoy, but pupils can relate too.</p> <p>To ensure that reading curriculum texts from the Literary Tree are relatable and build on the school's equality statement.</p> <p>To ensure that library and mini libraries provide pupils with engaging diverse texts.</p>	1, 2, 3, 4, 7, 8, 9 and 10
<p><i>Ensure that the teaching of reading and phonics is consistently high quality</i></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p>	1, 2, 3, 4, 7, 8, 9 and 10
<p><i>Ensure that all subjects are assessed consistently</i></p>	<p>EEF Teaching and Learning Toolkit (September 2021)</p> <p>Metacognition and self-regulation Feedback</p>	1, 2, 3, 4, 7, 8, 9 and 10
<p><i>Review purchase items of a DfE validated Systematic Synthetic Phonics programme to secure</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development</p> <p>of early reading skills, particularly for children from disadvantaged backgrounds</p>	1, 3

<p><i>stronger phonics teaching for all pupils.</i></p> <p><i>Purchase Phonics books including E books for home reading</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics toolkit/phonics</p> <p>Purchasing targeted reading books for pupils to secure their phonological awareness.</p>	
<p><i>After school small group tuition</i></p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention toolkit/teaching-assistant-interventions</p>	<p>2, 3</p>

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

Budgeted cost: £ 80,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Providing high quality feedback in a range of different forms including written, oral and peer feedback.</i></p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes.</p> <p>Providing high-quality feedback to pupils is integral to effective teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>1</p>
<p><i>Phonics</i></p> <p><i>To support the development of early reading skills and ensure</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</p>	<p>1, 3</p>

<p><i>that the gap for disadvantaged pupils is narrowed early on.</i></p> <p><i>Rocket Phonics Programme</i></p> <p><i>Daily Phonics support</i></p>	<p>development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonic</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonicevidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonic</p>	
<p><i>Structured TA Interventions to close gaps in Reading and Writing and Maths</i></p>	<p>EEF Teaching and Learning Toolkit (2021)</p> <p>Small Group Tuition</p> <p>TA Intervention</p> <p>Oral Language Intervention</p> <p>Phonics</p> <p>Reading Comprehension Strategies</p> <p>LBQ targeted support enables pupils to catch up whilst providing staff with live data to support staff wellbeing.</p>	<p>All</p>
<p><i>Teacher Led Interventions to close gaps in Reading, Writing and Maths</i></p>	<p>EEF Teaching and Learning Toolkit (2021) Small Group Tuition</p> <p>Oral Language Intervention</p> <p>Phonics</p> <p>Reading Comprehension Strategies</p> <p>Group Tutoring</p>	<p>1, 2, 3, 4, 7, 8, 9 and 10</p>
<p><i>One to one Reading Interventions with TAs</i></p>	<p>EEF Teaching and Learning Toolkit (2021) One to One Tuition</p> <p>Reading Comprehension Strategies</p> <p>Phonics</p>	<p>1, 2, 3, 4, 7, 8, 9 and 10</p>
<p><i>One to one New to English Interventions with Parent Ambassadors</i></p>	<p>EEF Teaching and Learning Toolkit (2021) One to One Tuition</p> <p>Functional Language support</p> <p>Phonics/Reading support</p>	<p>All</p>
<p><i>Build positive dialogues about learning with parents</i></p>	<p>EEF Teaching and Learning Toolkit (2021) Parental Engagement</p>	<p>5</p>

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

Budgeted cost: £65,945

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
<i>Enhance the curriculum through practical “hands on” activities that are relevant, stimulating and motivating, trips, visitors and workshops. To improve the confidence and engagement of pupils generally and increase their enthusiasm for and achievement in core subjects</i>	At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment?	4,5
<i>Run parent workshops to enable parents to be able to support their child's learning at home. To support families that may not be able to afford school items so that pupils are prepared for school.</i>	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement	1, 2, 3, 5

Total budgeted cost: £226,071

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 2023 to 2024 academic year.

	School July 2023		National 2023		School July 2024		National 2024	
EYFS	70.8%		67.3%		64%		67.7	
Phonics Year One	69%		78.9%		83%		81%	
Phonics Year Two	55.2%		59.5%		48.5%		89%	
	ARE	GD	ARE	GD	ARE+	GD	ARE	GD
KS2 Reading	58.5	14.6	72.6%	28.9%	71%	18%	74%	29%
KS2 Writing	68.3	7.3	71.5%	13.4%	81%	16%	72%	13%
KS2 Maths	68.3	18.3	72.9%	23.9%	76%	30%	73%	24%
KS2 GPS	62.2	25.6	72.3%	30.1%	72%	36%	72%	30%
KS2 Combined	51.9	1.2	59%	8%	63%	13%	61%	13%

Disadvantaged/Non-disadvantaged–outcomes 2024

	Reading	Writing	Maths	Combined
Reception Disadvantaged ARE	61%	54%	55%	54%
Reception Non- Disadvantaged ARE	78%	75%	81%	71%
End of KS2 – Disadvantaged ARE	54%	62%	50%	42%
End of KS2 - Non- Disadvantaged ARE	79%	90%	89%	73
End of KS2 - Disadvantaged Exp Progress	KS2 2023/24: No progress measures			
End of KS2 – Non-Disadvantaged Exp Progress				
Phonics Year 1 – Disadvantaged	76%			
Phonics Year 1 – Non- Disadvantaged	85%			
Phonics Year 2- Disadvantaged	57%			
Phonics Year 2 – Non- Disadvantaged	46.2			

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 Planet	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	
White Rose Science/Maths	White Rose Education
Active Learn	Pearson's
Wigmore Hall – School Support Programme (Year 2)	Wigmore Hall
Holiday Clubs	HAF
1:6 Catch Up Tuition	Bright Heart
Umbrella Project	Mind First
ROAR Project	Drama Project
THE OPAL PRIMARY PROGRAMME	OPAL
Parent Ambassador Project	John Lyon's Charity
Maths Mentoring	Maths Makers