

Pupil premium strategy statement

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 Primary School
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	15% (not including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Originally - 17.12.21 Updated – 5.10.22 Updated – 26.9.23
Date on which it will be reviewed	31.9.23
Statement authorised by	Governing Body
Pupil premium lead	Sarah Boyadjian
Governor / Trustee lead	Pat Devito-French

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92500.00
Recovery premium funding allocation this academic year	£ 7975.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, Belmont strongly believes that no pupil should be disadvantaged as a result of background and the consistent attainment and progress of our pupils over a number of years shows our commitment.

At Belmont, we address barriers to the educational achievement of children eligible for this grant holistically. The main barriers include children (some of whom have previously lived in care) who need additional support with their emotional regulation and wellbeing and children from social or economic disadvantaged backgrounds who need to have access to an equal, broad curriculum. It is important to continuously find ways to 'close the gap' between the attainment of Pupil Premium children and their peers.

As well as funding a number of programmes and intervention groups to boost pupils' attainment and progress, we ensure that disadvantaged pupils have access alongside their peers to extra-curricular opportunities to boost their health, well-being and self-esteem, which also affects attendance. A change to the eligibility criteria in 2014-15 to include children who have been previously looked after at some point in their lives also enabled us to increase focused pastoral support and help for pupils to develop positive attitudes to themselves as individuals and to learning and relationships. Many of the pupils eligible for the grant also have additional special educational needs and/or other needs such as English as an additional language. The impact of these initiatives is measured by the progress children in this group make in comparison to their peers as well as to their ability to access learning and attend regularly.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining, and in some instances accelerating, the progress of disadvantaged children so that the attainment gap does not widen between them and their peers.
2	Higher % of PLAC than the national average
3	Approximately 50% of children eligible for PP have social, emotional and mental health needs
4	To enhance the life experiences of children in low socio-economic group to match their peers
5	To ensure that all children have access to a rich diet of language and vocabulary despite their socio-economic backgrounds.

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
<ul style="list-style-type: none">To accelerate progress in identified areas to narrow gaps with peers.	Children will make good or better progress in line with their peers.

<ul style="list-style-type: none"> To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers. 	An increase in the percentage of disadvantaged pupils attaining at or above age-related expectations (ARE).
<ul style="list-style-type: none"> To develop pupils' social skills and mental well-being so that they are able to manage own attitudes to learning and behaviour. 	Children are able to use suggested/ taught strategies to manage their attitudes to learning and behaviour more independently.
<ul style="list-style-type: none"> To develop staff skills to meet the social, emotional and mental health needs of children in their care. 	Teachers are more knowledgeable and able to support children's social, emotional and mental health needs in the classroom.
<ul style="list-style-type: none"> To improve speech and language and communication skills for identified FSM pupils. 	<p>Children with speech and language, and communication difficulties supported in the classroom through targeted intervention and use of appropriate resources, as identified by the Speech and Language Therapist where necessary.</p> <p>Interventions such as Word Aware and Box Clever are successful in supporting children with S & L difficulties.</p>
<ul style="list-style-type: none"> To give all disadvantaged pupils access to clubs or music tuition through subsidised/free places 	Children participate in clubs or music lessons who otherwise would not be able to access this due to financial difficulty. All children are offered access to a broad range of extra-curricular experiences.
<ul style="list-style-type: none"> To give all disadvantaged pupils access trips and workshops 	All children are offered access to a broad range of trips and workshops.
<ul style="list-style-type: none"> To develop home-school partnership with parents and carers of LAC/ PLAC pupils 	Parents previously looked after and looked after children feel well supported in school. They know there is a senior member of staff that they can reach out to if they have any concerns about their child. Parents participate in organised events such as coffee mornings to build up a network of support.
<ul style="list-style-type: none"> To address specific mental health needs of most vulnerable pupils 	Targeted children and families are given the support and resources needed to help with their child's mental health difficulties. Parents are signposted to relevant agencies or professionals where appropriate.

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Trauma and Attachment training - becoming an accredited Trauma informed school with AC Education https://www.ac-education.co.uk	From AC Education website: <i>Research suggests that at least one third of children have an insecure attachment with at least one carer giver (Bergin and Bergin 2009).</i> <i>These children are often disruptive and unfocused in school and as a result underachieve. We want to work together with schools to increase teachers' awareness of attachment and trauma issues and to develop strategies to help these children. This will result in better behaviour and lead to improved academic achievements, enabling the child to reach their full potential.</i>	1 2 3 4
Speech and Language training for all staff on interventions such as Word Aware, Box Clever & Colourful Semantics	Early intervention is highly beneficial for individuals with speech, language and communication needs. Studies have found that the earlier an individual receives speech and language therapy, the better the outcome regarding their speech, language and communication abilities.	1 4 5
Whole school Zones of Regulation training	This is a programme designed to support children with self-regulation of emotions and behaviour. It is supported by many external professionals across the borough, such as ASD outreach teams, Occupational Therapists and Speech and Language therapists.	2 3

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Years 1-6 Additional hours of support according to the needs of each cohort in English and maths e.g. guided/ individual reading, maths booster groups, writing booster groups, phonics, handwriting, intervention sessions in afternoon for these and other activities such as social skills, physical skills.	Overall, disadvantaged children across the school make progress in line with their peers in reading, writing in maths. Performance data is scrutinised termly and where this is not the case, additional support or interventions are put into place to support the children. The impact of this support is measured on a termly basis and adapted where needed. Daily intervention and adjustments are recorded on the Class Provision Maps and whole school, wider interventions are recoded on the school Provision Map.	1 5
Year 6 Focus group teaching for maths and English led by experienced Year 6 HLTA.	Each year, the vast majority of children in Year 6 reach age related expectations or above in reading, writing and maths. Targeted small group and 1:1 support is given to children who are not making the expected progress. Subsequently these children end up making accelerated progress.	1 5
Nursery to Year 6 Speech and language therapy Identified pupils, small groups or 1:1 (depending on need) and advice to teachers and TAs 4 hours per week	It is crucial that early speech difficulties are identified and addressed as quickly as possible. Speech and language therapy aims to improve communication skills for children through direct and indirect therapy. Progress in Speech and Language for children who access this support has been evident through discussions with specialists and reports. It also impacts positively on pupils' emotional well-being thus impacting positively on learning.	1 4 5
Additional phonics intervention for Reception and Year 1 Small group targeted phonics support to close the gaps with peers led by trained TA.	Little Wandle is the phonics programme that we use in school and there are resources to be able to support lower attainers develop their skills and make accelerated progress.	1 4
Year 5 Focus group teaching for English led by member of SLT	Children benefit from working in smaller groups and are able to have a more targeted approach to their individual needs. Using a member of SLT means that they received outstanding quality first teaching.	1 5

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception to Year 6 Extra-curricular opportunities Clubs/music tuition/Breakfast club and Aftercare	Pupils' experiences are enriched and they also have the opportunity to develop their social skills in groups/ teams. There are structured, planned activities at the wrap around care to keep children stimulated and active. Learning to play a musical instrument can be very costly and some families cannot afford this without the help of the PP funding.	4 5
Reception to Year 6 Subsidised trips	School trips and workshops enhance the learning in the classroom and provide opportunities for children to gain a deeper understanding and appreciation of some of the subject areas they are studying. Some trips can be costly and some families cannot afford these without the help of the PP funding.	4 5
Year 1 to 6 Nurture groups Either small group or 1:1 targeted support for pupils with SEMH led by HLTA trained as a mental health ambassador.	Due to COVID there has been a huge rise in the number of children and families reaching out for support through mental health agencies. It is more important than ever for schools to be in a position to support children with their social, emotional and mental health.	1 2 3
Lunch time support Mental health ambassador on the playground at lunch time to support more vulnerable pupils or those who find social interactions difficult.		1 2 3

Total budgeted cost: £ 104,000

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 2022-23 academic year.

The majority % of DAP make 6 steps of progress or more in reading, writing and maths, in line with the cohort, and in some cases, slightly higher than the cohort. Where this was not so strong, in Y3, the DAP had multiple barriers such as significant EAL, SEND/ EHCP. We had a significant number of new starters to Y3 in September 2022 with complex SEND needs.

Some DAP took part in interventions such as Lego Therapy and other social based programmes to support social communication and interaction. This led to improvements in their empathy and behaviour towards others. Children who took part in these interventions all enjoyed them and wanted to carry on taking part.

~~Sarah Boyadjian remains the designated teacher for LAC/ PLAC and is the main point of contact in school for these families. Hounslow Virtual School offered the opportunity of bespoke Trauma and Attachment training for families at Belmont with PLAC which was publicised and supported by Belmont. The Hounslow Virtual Head, Kate Elliot, also approached Belmont about becoming an accredited school for Trauma and Attachment. Training for this took place in Autumn 21 with a follow up in January 22.~~

Nurture groups were successful and all children noted that they enjoyed being in the groups or having one to one support. Some of the Y6 children also needed additional support around the transition to secondary school.

Diversity and anxiety workshops were organised from Year 1 to Year 6 in the summer term encouraging children to talk openly about their worries and emotions.

Our speech and language therapists continue to have a huge impact across the school and have been able to support many children and families. They have carried out additional assessments on children where needed and have fed back to staff and parents, supporting the implementation of strategies in class where needed. They have also led staff training.

Our mental health ambassador worked effectively across the school to support children who find it really hard to regulate their emotions. She is able to liaise with staff across the school and suggest strategies to help support a range of children's needs.

Zones of Regulation training ensures that staff and pupils are using a consistent language across the school to promote the idea of understanding and identifying emotions.

All the families who needed financial support with trips were supported. All of the Y6 children who wanted to go, went on the school residential. Families received financial support for this where needed.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.