

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	457
Proportion (%) of pupil premium eligible pupils	14% (not including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Sarah Boyadjian
Pupil Premium Link Governor	Andrew Lebentz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,000
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 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 enables 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	Approximately 50% of children eligible for Pupil Premium also have additional needs and / or vulnerabilities such as speech and language needs, social, emotional and mental health needs or difficulties with cognition and learning.
3	To enhance the life experiences of children in low socio-economic group to match their peers.
4	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
1. To accelerate progress in identified areas to narrow gaps with peers. 2. To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers.	Children will make good or better progress in line with their peers. An increase in the percentage of disadvantaged pupils attaining at or above age-related expectations (ARE).
3. 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.
4. 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.
5. To improve speech and language and communication skills for identified FSM pupils.	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. Interventions such as Word Aware and Box Clever are successful in supporting children with S & L difficulties.
6. 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.
7. To give all disadvantaged pupils access trips and workshops	All children are offered access to a broad range of trips and workshops.
8. 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 this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Trauma and Attachment training https://www.traumainformedschools.co.uk/	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/	1 2 3
Hounslow Early Help Bitesize SEND training	Investing in professional development for teaching assistants to deliver structured intervention can be a cost-effective approach to improving learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 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 2 4
Use of Zones of Regulation programme – regular refresher 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
Heartfelt Teaching: promoting mental health and emotional wellbeing in schools	Groups of identified staff take part in these weekly CPD sessions for up to 8 weeks each time. It is an integrative systemic approach based on neuroscience, trauma, mental health and attachment perspectives and the effects of Adverse	1 2

	<p>Childhood Experiences (ACEs). It promotes positive behaviour and develops optimum conditions for teaching and learning in schools.</p> <p>https://www.heartfeltteaching.com/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42

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.	<p>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 recorded on the school Provision Map.</p>	1 2 4
Year 6 Focus group teaching for maths and English led by experienced Year 6 HLTA.	<p>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.</p>	1 2 4
Additional phonics intervention for Reception and Year 1, and the Little Wandle Rapid Catch Up programme for Year 2 upwards Small group targeted phonics support to close the gaps with peers led by trained TA.	<p>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.</p>	1 2 4
Y4-6 Targeted teaching groups 3 x afternoons per week Focused small group teaching for identified pupils for English and/or maths led by experienced teacher.	<p>Evidence of positive outcomes for targeted small group support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 2 4

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception to Year 6 Extra-curricular opportunities Clubs and music tuition	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.	3 4
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.	3
Year 1 to 6 Nurture groups Either small group or 1:1 targeted support for pupils with SEMH led by our Wellbeing TA	This targeted support is for children with social, emotional or mental health needs (SEMH) or who may be going through some kind of crisis and need immediate pastoral support in class above and beyond that of the everyday classroom. The Education Endowment Fund (EEF) toolkit states that there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.	1 2 3
Lunch time support Wellbeing Teaching Assistant on the playground at lunch time to support more vulnerable pupils or those who find social interactions difficult 3 times per week.		1 2 3

Total budgeted cost: £ 76,000

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 2023-24 academic year.

Outcome 1: To accelerate progress in identified areas to narrow gaps with peers.

Outcome 2: To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers.

Outcome 5: To improve speech and language and communication skills for identified FSM pupils.

Impact: At termly Pupil Progress Meetings, attainment and progress in analysed by group as well as individually. The end of year data shows that progress for Pupil Premium children, for Year 2, Year 3 and Year 6 is equal or better than their peers (whole cohort). In Year 1 and Year 4, the progress for reading and writing for Pupil Premium children was less than the cohort, but not significantly. In Year 5, the progress for maths and reading was less than the cohort, but not significantly.

In observations throughout the year (both internal and external), it has been noted that classrooms are language rich. There are interactive displays and working walls with current and useful vocabulary for the children to draw upon. High level of language is modelled by all members of teaching staff (teachers and TAs) as well as the use of open-ended questions to develop explanations and reasoning. Year group Oracy passports show the increase in opportunities for speaking and listening activities across the school, linked to many different areas of the curriculum.

Actions: In the current Year 2, there is a teaching assistant in each class and a SEND teaching assistant in each class. All pupils have been assessed using the Little Wandle phonics assessment screener and children have been identified and placed into small groups to take part in phonics catch up if needed. There is daily adult support available for all English lessons within the classroom.

In the current Year 5 there is an experienced Higher Level Teaching Assistant leading carefully planned interventions and giving additional support in class. There is a carefully planned Little Wandle phonics catch up intervention timetable in place. A targeted group of children have a weekly reading lesson with an experienced teacher to help close gaps in their in-class learning.

In the current Year 6, maths has been streamed three ways with the Deputy Head teaching the more able class. The other two classes are significantly smaller and allow for carefully planned targeted support. A targeted group of children have a weekly reading lesson with an experienced teacher to help close gaps in their in-class learning.

Targeted speech and language support across the school for identified pupils. Continued access to speech and language therapists on site for advice.

Outcome 3: To develop pupils' social skills and mental well-being so that they are able to manage own attitudes to learning and behaviour.

Impact: As a school we use the Zones of Regulation programme to support children in being able to talk about and recognise their feelings and emotions. Teachers lead some Zones of Regulation lessons at the start of the year to refresh pupil's understanding. There are Zones of Regulation displays in class and around the school to remind children of the many different tools and strategies they can use to support their wellbeing and regulate their behaviour. Pupil voice shows that children are able to talk

about this programme confidently and can identify tools and strategies that support them. In the most recent pupil survey, **90% of pupils felt that ‘The behaviour of other pupils around the school is good.’** In addition to this, **97% of pupils felt that ‘My school encourages me to look after my emotional and mental health.’**

There are identified groups set up to support children with their social skills where needed. These may take the form of a Lego Therapy group, social skills group or friendship group. TAs keep up to date records and assessments to measure impact and this is reviewed at the end of the intervention (i.e. 8 week block). Pupil voice shows that children value these sessions and feel more confident integrating with their peers. Teacher observations give positive feedback after a block of sessions. If a child doesn't seem to be making progress or engaging fully with social groups, the TAs speak to the SENCO for advice. Interventions may be adapted or changed according to the needs of the child.

Actions: Refresher training in Zones of Regulation at the start of next academic year. TAs to continually assess the impact of the social skills groups alongside the SENCO. Teachers to continue to use CPOMS to record any negative social interactions or behaviour so we can closely monitor this.

Outcome 4: To develop staff skills to meet the social, emotional and mental health needs of children in their care.

Impact: There has been the opportunity for two groups of staff (up to 5 in a group) to take part in the 'Heartfelt Teaching: The Emotionally Regulated Classroom' programme. The programme incorporates specific training on neuroscience and child development, emotional regulation and resolving conflict. The trainer also models the application of the strategies taught in the training sessions. There is also some built in one-to-one reflective time with the trainer. The teachers and TAs that have had this training so far have been very positive about the outcomes. They have been able to explore how their own practice can be adapted and enhanced in light of the training received. In class, there have been specific case studies of pupils whose own emotional regulation has been highly supported and enhanced through the increased understanding imparted to staff. This can be shown through internal behaviour logs.

Actions: This programme will continue to be rolled out to all members of teaching staff.

Outcome 6: To give all disadvantaged pupils access to clubs or music tuition through subsidised/free places

Impact: All children on the pupil premium register are offered a free club or free music tuition at the start of every term. They have priority booking on the club booking system. 100% of pupils take up this offer.

Actions: Continue to offer priority booking so that all pupil premium children have access to high quality clubs or music lessons.

Outcome 7: To give all disadvantaged pupils access trips and workshops

Impact: All school trips and workshops are subsidised in full for children on the Pupil Premium register. All of the Y6 children who wanted to go, went on the school residential. Families received financial support for this where needed.

Actions: Continue to offer this to all pupil premium families.

Outcome 8: To address specific mental health needs of most vulnerable pupils

Impact: 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.

Our Wellbeing TA 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.

Actions: The Wellbeing TA continue to work with the senior leadership team to identify pupils needing support in this area.