





# Pupil Premium Strategy Statement

## Belthorn Academy Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview – September 23

Detail	Data
Number of pupils in school	193 + 44 Pre-School ( at time of writing = 238 Total)
Proportion (%) of pupil premium eligible pupils	29 plus 1 (and 4 others presumed) 15% school 2.2% Pre School (11.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 <b>Current year 23/24</b>
Date this statement was published	December 2021
Date on which it will be reviewed	September 23 December 23
Statement authorised by	Mrs M Furness Headteacher
Pupil premium lead	Mrs H Rowan
Governor / Trustee lead	Mrs K McNamara

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,338
Recovery premium funding allocation this academic year	£3,045
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£ 46,383</b>

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## Part A: Pupil premium strategy plan

### Statement of intent

At Belthorn Academy, our key values ensure that we have high aspirations for all our children – Pupil Premium and Non Pupil Premium. We firmly believe that quality first teaching is paramount in ensuring learning is fully inclusive and look to provide additional support and experiences that will help disadvantaged children to learn, progress and thrive.

A key principle of our Pupil Premium strategy is to create a safe and happy learning environment where children feel settled and confident to engage with learning. Our carefully designed curriculum puts children at the centre of all we do.

The strategies used are focused on encouraging all of our children to meet their full potential regardless of their starting point.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

A key approach that we have decided to adopt is to have a member of staff dedicated to monitoring outcomes and experiences for children in receipt of Pupil Premium funding. All class teachers meet regularly with the Pupil Premium lead to discuss individual needs and progress, as well as the impact of any interventions and strategies.

## Challenges

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

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Challenge number	Detail of challenge
1. Emotional wellbeing and low self-esteem.	<p>Our assessments, observations and discussions with pupils and families indicate that the education, wellbeing and self-esteem of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps for some pupils leading to pupils falling behind age-related expectations, especially in writing and maths.</p> <p>In the 22/23 academic year this was particularly noticeable with our children in years 4,5 and 6. This also had an impact on attendance.</p>
2 Attendance	<p>Internal and external attendance data shows that pupil attendance among disadvantaged pupils, including PA is higher than our non-disadvantaged children.</p> <p>The persistent absence rate for the academic year 2022/23 was 22.3%. (DFE national figures)</p> <p>Belthorn attendance figures show that 31 pupils met the PA absence threshold (13.3%) 8 of these (25.81%) were in receipt of PP funding and 5 pupils (16.3%) have SEND.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3 Levels of SEND within pupil premium children	<p>Internal data for our school shows that 6 /24 (22/23) 25% of our disadvantaged pupils are also on the SEN support register.</p> <p>In the 23/24 academic year figures in September 23 show that 8/28 ( 29%) of our disadvantaged pupils are also on the SEN support register. In addition to this 1 child in Reception has leukemia which significantly impacts attendance and therefore learning is highly likely to be disrupted.</p> <p>Additional needs have an impact on academic progress and readiness to learn.</p>
4 Attainment levels in	<p>On entry to Reception class in the last 6 years, between 0% – 50% of our disadvantaged pupils arrive working at age-related expectations compared to 50-86% of other pupils. This gap remains steady to the end of KS2.</p>

reading and maths	<p>The post Covid years have shown that this has had a greater impact on PP children than non-pupil premium children. However, overall additional needs ( SEND) remains our biggest barrier to learning with PP children.</p> <p>Our results are very cohort specific. In some Cohorts we only have 1 or 2 children in receipt of PP funding. Our general findings indicate that PP children largely enter school working below the expected standards and that despite interventions and close monitoring this continues to be the case throughout the school.</p>
5 Parental support	<p>Internal and external assessments show that reading levels among our disadvantaged pupils are lower than those who are not disadvantaged. Parental support in this area is low for our disadvantaged pupils. Reading is a key life skill and research show that strong reading skills impact positively on other curricular areas.</p>
6 speech and language	<p>Speech, language and communication – this has an impact on our PP pupils finding it difficult to express their needs as well as to identify and discuss emotions., and having a narrower vocabulary than non PP children.</p> <p>This can also impact on behaviour as children find it difficult to negotiate with others and express their feelings in a calm way.</p>
7 numbers of Pupils in receipt of Pupil premium funding	<p>Size of groups in each year group can be varied and of such small size that developing any meaningful statistical analysis is challenging. For example, in 23/24 academic year only 1 year 6 child is in receipt of extra funding – this child has made accelerated progress and is on track to meet all targets, achieving ARE in end of year SATs. The year 1 cohort has 6 pupils 3 of whom are also on the SEND register therefore attainment data will not be as positive for this year group despite progress in social, emotional as well as academic areas being noted.</p>

## 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
1a. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
1.b Disadvantaged children become more emotionally literate, enabling them to build self-esteem and resilience.	<ul style="list-style-type: none"> <li>• Children will identify and discuss their emotions</li> <li>• Children will know where they can go to get help.</li> <li>• School values will be reflected consistently in work and behaviour of all pupils.</li> <li>• Children will develop and use a range of strategies that help regulate emotions.</li> <li>• Attendance of PP children will improve.</li> </ul>

<p>2. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is closed.</li> <li>the percentage of all pupils who are persistently absent being below 16 % and the figure among disadvantaged pupils being equal to their peers.</li> <li>Children are in school on time everyday</li> <li>Children are actively engaged in learning.</li> <li>Less administration time is taken following up absences.</li> </ul>
<p>3. Pupils who have identified SEND will show engagement within lessons and make small step progress relevant to their additional needs.</p>	<p>Sustained high levels of pupil esteem by 2023/24 demonstrated by</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>Quality interventions are delivered to those children with additional needs and assessment data shows small step progress</p> <ul style="list-style-type: none"> <li>Prompt action to identify additional needs and support in place to address this including support and assessment from outside agencies.</li> </ul>
<p>4. Improved reading attainment among disadvantaged pupils.</p>	<p>Reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils at least maintain progress from KS1</p> <p>This is cohort specific and some cohorts have as little as 1 PP child.</p> <ul style="list-style-type: none"> <li>Children progress at a good rate through the school reading scheme.</li> <li>Progress will be discussed with parents.</li> <li>Specific, regular and planned intervention will be in place.</li> <li>Children can actively discuss books that they are reading and enjoying.</li> </ul> <p>Whole school focus on reading for pleasure.</p>
<p>5. Maths</p>	<ul style="list-style-type: none"> <li>By end of 2023 academic year an ambitious target has been set of 11/21 52% of PP from Y1 – Y6 will be working at the expected standard with those children working below making small steps. Individual learning plans will show strategies to support learning in maths for SEN pupils.</li> <li>Interventions are having a positive impact.</li> <li>PP identified as possible GDS will achieve this expectation for their year group.</li> </ul>
<p>6. Parents of all children engage with school and support learning at home.</p>	<ul style="list-style-type: none"> <li>Parents are fully informed of where children are 'up to' with learning.</li> <li>Parents are actively involved in setting and reviewing targets.</li> <li>Progress will be celebrated at every opportunity.</li> </ul>

	<ul style="list-style-type: none"> <li>• There will be clear and effective communication between home and school</li> </ul>
7. Monitoring of the whole child	<ul style="list-style-type: none"> <li>• Member of staff responsible for Pupil Premium to closely monitor progress – academically and socially of each individual and support Class Teachers in planning to meet individual needs.</li> </ul>

## 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: £22,500

- £16,239.60 for additional afternoon TA support.
- Training and resources – phonics, literacy
- Topic specific books for engaging reading areas
- Allowance for clubs/residential trips, cultural capital on a needs basis
- Resources to help support oracy and training for staff re vocabulary ( SIP from Ofsted 2018)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,3, 4, 6,
Teacher and TA CPD	Education Endowment Fund states that Quality First Teaching has the most impact for learning. Teachers must remain trained to the highest levels to ensure this.	1,3,4,6
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	4



	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,3,4,6,

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

Budgeted cost: **£20,000**

Costing for EP/SEN inclusion support service = £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Talk Boost and Neli Intervention in EYFS to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4,6
Dedicated time for teacher led intervention additional to that given in class.	<p>Positive progress shown during the previous academic year, indicates that teacher-led interventions targeted at filling specific gaps in learning were very beneficial to disadvantaged children. Research shows that QFT has the most impact on children's progress.</p>	3,4 , 6,

To use a specific and structured reading intervention to close the gap between pupil premium and non-pupil premium learners.	New Phonics programme Little Wandle. Data from schools using these schemes has shown that significant progress has been made when using these schemes to support teaching of phonics and reading.	4
CPD for TAs to ensure the highest quality of support possible	TAs lead many interventions and thus training needs to be up-to-date. Support is most effective when delivered by highly trained professionals.	1,3,4,6
Sourcing regular external help from specialist teachers	One-to-one specialist support for both academic and emotional development will promote a readiness for learning, which will help disadvantaged children to build self-esteem and in turn boost attendance.	1,3 4,6,

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

Budgeted cost: **£5,000**

*Money to support pupils on school trips/residential/ extra-curricular activities = £500*

*Play therapy – 9 x 10 week sessions = £480 per child x 9 = £4320*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular events for parents to attend</i> - Coffee mornings - Work showcases Information sessions	Parental and community support for school has grown over the past few years. This is directly linked to the events that have been facilitated by school. Parents view the school as more approachable and this attitude can be built on.	1, 2, 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

officers to improve attendance.		
Accessing Play therapy	This has been accessed by many disadvantaged children and has been very useful when identifying barriers to learning. Children feel that it gives them a 'safe' place. Parental engagement has improved as a result of play therapy and pupil wellbeing and attendance has improved.	1,2,3,6
<i>Using Jenby's as a tool for aiding recognition of emotions in children, as well as to promote a range of positive strategies to regulate emotions.</i>	Previous work in school with disadvantaged children has shown that Jenby's has enabled children to recognise and discuss their emotions. This has made resolving some barriers to learning easier. It has also allowed better relationships between pupil, parent and school.  Behaviour in some disadvantaged children has improved noticeably.	1,2,3 4,5,6
Offer subsidised before/after school care for those who attend additional interventions outside of regular school time.	This removes one of the barriers to children arriving early to school when extra interventions are offered.	2,6
Providing quality clubs to develop life skills.	A number of extra-curricular clubs incur a cost to children to ensure that they are fully resourced with quality resources. This facilitates memorable and valuable experiences which may otherwise not be accessed by disadvantaged pupils.	1, 3, 5, 6
Residential and trip	In order for disadvantaged pupils to access additional experiences out of school, an amount of funding should be set aside to be used to help children to be included and participate.	1,5,6
<i>Training for Mental health first aid.</i>	A member of staff needs to be trained to ensure that prior work and funding in this area remains good value. Having a member of staff trained also allows children to have constant access to mental and emotional support without having to wait for external professionals. This will promote a positive learning environment which should then impact on attendance and readiness to learn.	1, 2,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

SLT focus on monitoring progress of disadvantaged pupils	Due to limited numbers of PP children it is difficult to draw upon patterns and statistical evidence, therefore case studies are used to plot the journey and progress of all children. To include attendance, academic progress, involvement in the wider curriculum and targeted interventions.	7
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**Total budgeted cost: £47,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Number of pupils in receipt of PPG in the year 6 cohort 2022/23: 4 out of a class of 32. 2 pupils in the 22/23 cohort did not take the SATS due to their SEND needs.

#### Y6 data 2022/23

At least expected	All Year 6 children	PP children
Reading	81%	25%
SPAG	91%	25%
Writing	78%	25%
Maths	88%	25%

GDS	All Year 6 children	PP children
Reading	34%	0%
SPAG	41%	0%
Writing	19%	0%
Maths	19%	0%

#### Year 2 data 2022/23

5 children are in receipt of PPG in the Year 2 cohort of 25 pupils 2022/23

At least expected	All Year 2 children	PP children
Reading	70%	16%
Writing	67%	12%
Maths	77%	12%

GDS	All Year 2 children	PP children
Reading	23.8%	7.8%
Writing	13.8%	3.8%
Maths	17%	7.8%

#### Y1 Phonics data 2023

2 pupils in the Year 1 class were eligible for PP funding. Both children met the required standard.

Number of pupils	All Year 1 Children to meet standard	PP children to meet standard
25	96%	100%

#### EYFS data 2023

Number of pupils in receipt of PPG in the Reception cohort 2022/23: 5 out of a class of 35.

1 PPG pupil in the 22/23 cohort has an ECHP and are working below the expected standards for EYFS

GLD	Reception class	PP children
	69%	40%

In addition to academic progress and achievement, we are proud of the progress made in developing resilience among our disadvantaged pupils, especially with our Year 6 SEND pupils who had many difficulties to overcome to become secondary school ready.

## Externally provided programmes

Programme	Provider
Emotional and wellbeing psychology in schools programme	Jenby's in schools.
Play Therapy	S Mederros
NELI S&L	Nuffield Foundation
Little Wandle phonics	Collins
SEN	ADYS

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. In 23/24 we will undergo training regarding this.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. In addition 3 members of staff attended Mental health first aid training. Belthorn now has 3 mental health first aiders plus members of the Governing Board have also received training in this.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. A record of all extra curricular clubs attended by PP children is kept by the PP lead. We are proud of the wide range of opportunities we offer.