Pupil premium strategy statement – Belthorn Academy Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	**2026/27** 2027/28 2028/29
Date this statement was published	11.11.26
Date on which it will be reviewed	31.10.27
Statement authorised by	Kelly Drugan
Pupil premium lead	Stuart Carr
Governor / Trustee lead	Helen Rowan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,643
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*	£35,643

Part A: Pupil premium strategy plan

Statement of intent

At Belthorn Academy, we believe that every child should have the opportunity to achieve, belong and thrive regardless of their background or circumstances. Our intention is that all disadvantaged pupils, including those who are already high attaining, will make good progress and achieve highly across all curriculum areas.

We recognise that disadvantaged pupils can face a range of barriers to learning, including lower attendance, reduced access to enrichment opportunities, social and emotional challenges, and gaps in language and literacy development. These barriers are often compounded when pupils also have SEND.

Our strategy focuses on three key priorities:

- Improving attendance and engagement.
- Developing reading, vocabulary and oracy skills.
- Supporting wellbeing, belonging and wider opportunities.

The strategy is rooted in evidence-informed practice and follows the Education Endowment Foundation's recommendations through:

- High-quality teaching.
- Targeted academic support.
- Wider strategies.

This approach will ensure disadvantaged pupils receive the support they need to access the full curriculum, participate fully in school life and achieve positive outcomes. Our approach is informed by the Education Endowment Foundation's Guide to the Pupil Premium and reflects both national evidence and an analysis of the specific barriers faced by disadvantaged pupils at Belthorn Academy.

Challenges

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

Challenge number	Detail of challenge

1	Attendance rates for some disadvantaged pupils are below school and national expectations, leading to lost learning time and reduced progress.
2	Some disadvantaged pupils have lower levels of vocabulary, communication and oracy skills, affecting learning across the curriculum
3	Reading attainment and reading fluency remain lower for some disadvantaged pupils compared to their peers
4	Social, emotional and mental health needs impact some pupils' readiness to learn, resilience and engagement
5	Some disadvantaged pupils have reduced access to enrichment experiences and opportunities that build aspirations, confidence and cultural capital

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
Improve attendance of disadvantaged pupils	Attendance of disadvantaged pupils improves and persistent absence declines. Attendance gaps between disadvantaged and non-disadvantaged pupils narrow
Improve reading attainment and fluency	An increasing proportion of disadvantaged pupils achieve age-related expectations in reading and make good progress from their starting points.
Improve vocabulary and oracy skills	Pupil voice, teacher assessment and classroom observations demonstrate increased confidence, participation and communication skills
Improve wellbeing and engagement.	Pupils report feeling safe, included and supported. Reductions are seen in emotional wellbeing concerns and behaviour incidents
Increase access to enrichment opportunities.	Increased participation in clubs, visits, residential experiences and leadership opportunities by disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focused on adaptive teaching and inclusive classroom practice.	The EEF's guidance on using Pupil Premium funding states that high-quality teaching should be the priority for schools, as it has the biggest impact on closing the attainment gap and is the most cost-effective way of improving outcomes for disadvantaged pupils. Evidence indicates that improving the quality of teaching benefits all pupils and has a particularly positive effect on those from disadvantaged backgrounds. Belthorn Academy will therefore prioritise staff development, effective classroom practice and adaptive teaching approaches to ensure all pupils can access a challenging and ambitious curriculum. By focusing on consistently strong teaching across the school, we aim to improve attainment, engagement and long-term outcomes for disadvantaged pupils.	1, 2, 3, 4
Develop consistent vocabulary and oracy strategies across all classrooms.	Research demonstrates that strong oral language skills are closely linked to academic success and future life chances. Pupils who can communicate effectively are better able to access learning, express their understanding, engage in discussion and develop positive relationships. The Education Endowment Foundation (EEF) identifies oral language interventions as one of the most effective approaches for improving pupil outcomes, particularly for disadvantaged pupils. Evidence suggests that explicit teaching of	2, 3

	vocabulary, structured opportunities for talk and the development of spoken language can have a positive impact across the curriculum, including reading comprehension and writing attainment. Vocabulary knowledge is a strong predictor of future academic achievement. Pupils from disadvantaged backgrounds can be exposed to a more limited range of language experiences, making direct vocabulary instruction and high-quality classroom discussion particularly important. By explicitly teaching vocabulary, providing opportunities for meaningful talk and developing pupils' confidence as communicators, schools can help narrow gaps in attainment and improve access to the wider curriculum. At Belthorn Academy, we recognise that communication is fundamental to learning. Therefore, we will prioritise vocabulary development, structured talk and oracy-rich classroom practice to improve literacy outcomes, increase confidence and support long-term academic success for disadvantaged pupils.	
Strengthen formative assessment practices to identify learning gaps quickly.	Responsive teaching, supported by effective formative assessment, enables teachers to identify needs quickly and adapt learning accordingly. The Education Endowment Foundation (EEF) identifies formative assessment as a highly effective approach for improving pupil outcomes, helping teachers address misconceptions and provide timely support. Evidence suggests that targeted interventions are most effective when they are informed by ongoing assessment and complement high-quality classroom teaching. Regular review of pupil progress ensures support can be provided to those who need it most and adjusted when necessary. At Belthorn Academy, responsive teaching allows staff to identify barriers to learning early and ensure interventions are timely, targeted and effective. This helps maximise the impact of additional support and	2,3

	enables disadvantaged pupils to access the full curriculum successfully. .	
Develop reading pedagogy through staff CPD and coaching.	Reading is fundamental to success across the curriculum and is strongly linked to future educational achievement, employment opportunities and wellbeing. Pupils who read confidently are better able to access learning, develop vocabulary and become independent learners. The Education Endowment Foundation (EEF) highlights reading comprehension strategies, phonics and vocabulary development as effective approaches for improving attainment, particularly for disadvantaged pupils. Evidence shows that strong reading skills support progress across a wide range of subjects and help to reduce gaps in achievement. At Belthorn Academy, high-quality reading instruction is a key driver of academic success. By prioritising early reading, reading fluency, comprehension and a love of reading, we aim to improve attainment, broaden opportunities and strengthen life chances for disadvantaged pupils.	2,3

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

Budgeted cost: £17,366.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions and catch-up programmes. (20 min sessions daily across school £11388)	School assessment information indicates that pupils receiving targeted phonics intervention made accelerated progress towards age-related expectations. This approach has been retained due to its positive impact on engagement and attainment. School monitoring suggests that pupils receiving targeted phonics support make stronger rates of progress than previously observed.	3

Reading fluency interventions and precision teaching. (£1,708.20 based on 10 minute sessions 3 times a week)	Through consistent delivery in small groups, targeted reading support has been seen at Belthorn Academy to improve fluency and comprehension. Following the same format across all classes has enabled continuation of learning across cohorts, built confidence in reading and improved fluency.	2, 3
Structured vocabulary and communication interventions (£1,423 based on daily 10 minute sessions)	Strong communication skills are essential for learning, participation and academic success. Pupils with well-developed language skills are better able to understand new concepts, engage in classroom discussion and access the wider curriculum. The Education Endowment Foundation (EEF) identifies oral language interventions as an effective approach for improving attainment, particularly for disadvantaged pupils. Evidence suggests that targeted language interventions can improve vocabulary, comprehension and communication skills, supporting progress across a range of subjects. At Belthorn Academy, language interventions such as NELI and Talk boost have helped pupils develop the communication skills needed to engage confidently in learning. By strengthening vocabulary, understanding and expressive language, using Wellcomm, we aim to improve access to the curriculum and support positive educational outcomes for disadvantaged pupils. .	2
Small group tuition and pre-teaching to reduce curriculum gaps (£2,847 based on 10 minute daily pre-teach)	EEF evidence suggests that small-group tuition provides an average of four months' additional progress. Targeted support allows teaching to be matched closely to pupils' needs and is considered an effective way of improving outcomes for disadvantaged pupils.	2,3

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

Budgeted cost: £ 6750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring programme for identified pupils *(£300 resources to support positive attendance incentives)*	The Department for Education identifies attendance as a key predictor of attainment. Pupils with higher attendance are more likely to achieve positive educational outcomes. Evidence suggests that early intervention, strong family relationships and personalised support can reduce persistent absence and improve engagement.Improved attendance increases access to learning and supports better educational outcomes.	1
Regular attendance monitoring and targeted parental engagement	At Belthorn Academy, we have seen that working closely with families helps to address barriers to attendance by building trust, strengthening relationships and fostering a shared commitment to each child's success. Through a supportive and non-judgemental approach, families are more likely to engage with school and seek help when difficulties arise. This enables staff to identify barriers early, provide appropriate support and work collaboratively with families to improve attendance and engagement in learning.	1
Financial support for educational visits, residentials, clubs and enrichment activities *(£2800* *Breakdown - £2000 to support residential visits* *£300 to support in school extra-curric. additional costs to families* *£500 to aid in school wraparound care)*	Participation in wider school experiences helps pupils develop confidence, motivation and a stronger sense of belonging. When pupils feel connected to their school community, they are more likely to engage positively with learning and achieve well. Research suggests that enrichment activities can improve pupils' self-confidence, social skills and aspirations. Access to a broad range of experiences helps pupils develop cultural capital, broaden their horizons and raise expectations for their future. At Belthorn Academy, we are committed to ensuring that disadvantage does not limit participation. By increasing access to enrichment opportunities, leadership	5

	roles and extra-curricular activities, we aim to strengthen engagement, belonging and aspirations for disadvantaged pupils.	
Pastoral and wellbeing support, including nurture approaches and counselling where required *£3200 based on 4 children receiving 6-12 session of play therapy)*	Pupils' emotional wellbeing has a significant impact on their ability to engage with learning, build positive relationships and achieve academically. When wellbeing needs are identified and supported early, pupils are better able to attend school regularly, participate in lessons and develop resilience. Research suggests that targeted social and emotional support can improve pupils' self-regulation, confidence and readiness to learn. The Education Endowment Foundation (EEF) identifies social and emotional learning approaches as having a positive impact on both wellbeing and academic outcomes, particularly for disadvantaged pupils.	4
Family learning workshops and reading events. *£250 based on resourcing 3 parent child reading event throughout the year*	At Belthorn Academy, we recognise that strong partnerships with families are essential to improving outcomes for disadvantaged pupils. By working collaboratively with parents and carers, we aim to strengthen engagement, remove barriers to learning and support pupils to achieve their full potential Parents and carers play a vital role in supporting children's learning and development. When schools and families work together effectively, pupils are more likely to attend regularly, engage positively with learning and achieve better outcomes. The Education Endowment Foundation (EEF) highlights parental engagement as an important factor in improving pupil outcomes. Evidence suggests that approaches which strengthen communication between home and school and support parents to engage with their child's learning can have a positive impact on attainment.	1,2,3
Rewards and recognition systems promoting attendance and engagement *£200*	A culture of recognition and celebration promotes regular attendance, strengthens engagement and supports positive attitudes towards learning.	1

Training £5000

Targeted academic support £17,366.20

Wider strategies £6750

Total budgeted cost: £ 29,116.20

Contingency: £6526.80*

*A contingency fund of £6,526.80 has been retained to respond to emerging needs throughout the academic year, including attendance support, additional intervention programmes, specialist assessments, pastoral support and financial assistance for disadvantaged pupils.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year marks the end of the current strategy cycle. The schools focus on oracy and general literacy has been evidenced in the high levels of attainment across all key stages. The continuation of the newly implemented phonics scheme at the start of the strategy has been key to addressing phonological progress which has led to strong results in reading and writing.

Funds allocated to additional support from specialist teachers have improved consistency in interventions for disadvantaged pupils and has had a largely positive impact on engagement. School has successfully implemented emotional programmes to support pupils in recognising, expressing and dealing with emotions in a range of contexts. There has been high levels of parental engagement through additional events and this has strengthened home/school relationships essential to aiding learning for all. School has more recently introduced WellComm as an early intervention programme for Speech, Language and Communication in EYFS. This has greatly helped with early identification of additional needs and its regular implementation has helped develop expressive language for many children.

School continues to utilise a Play therapist to help work with children who are disadvantaged by trauma and unmet need. Many children in receipt of PPG have benefited from additional adult support from a specially trained professional who then feeds into the design and delivery of targeted interventions.

A section of the additional funding has been used to support a number of children to attend residential trips both locally and internationally. This has given children the opportunity to experience the wider world and build cultural capital. Of the pupils eligible for pupil premium funding, 12.5% also had identified SEND, demonstrating the importance of aligning pupil premium and SEND provision to address overlapping barriers to learning.

With the actions from the previous strategy now embedded successfully into practice, the focus can now progress to be on well-being, engagement and increasing access to enrichment opportunities for all. Some outcomes should be interpreted with caution due to the very small disadvantaged cohorts, where individual pupils can significantly affect percentages.

Number of pupils in receipt of PPG in the year 6 cohort 2025/26: 3 PPG in cohort of 27. 1 pupil in the cohort did not take the SATS.

Y6 data 2025/26

At least expected	All Year 6 children	PP children
Reading	88.5%	66%
SPAG	96%	66%
Writing	88.5%	66%
Maths	96.2%	66%

GDS	All Year 6 children	PP children
Reading	11.5%	33%
SPAG	52.8%	33%
Writing	23.1%	33%
Maths	30.8%	33%

Year 2 data 2025/26

6 children in receipt of PPG in the Year 2 cohort of 24 pupils 2025/26

1 PPG recipient was educated in alternative provision

At least expected	All Year 2 children	PP children
Reading	75%	67%
Writing	67%	50%
Maths	71%	50%

GDS	All Year 2 children	PP children
Reading	16%	0%
Writing	8%	0%
Maths	12.5%	0%

Y1 Phonics data 2026

4 pupils in the 2025/26 Year 1 cohort were eligible for PP funding.

Number of pupils	All Year 1 Children to meet standard	PP children to meet standard
31	93.5%	75%

EYFS data 2026

Number of pupils in receipt of PPG in the Reception cohort 2025/26: 1 out of a class of 31.

GLD	Reception class	PP children
	74%	100%

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

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
Play therapy	S. Maderos
Wellcomm	GL Assessment
Emotional and wellbeing psychology in schools programme	Jenby's in schools
SEN support – specialist teaching	ADYS

Little Wandle Phonics and guided reading scheme	Collins

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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