

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	Belvoirdale Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	
Pupil premium lead	Mrs Caroline Heath
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,875
Recovery premium funding allocation this academic year	£9730
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	£110,605

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils irrespective of their background or challenges they face in their lives have the opportunity to achieve to their full potential. With the support of the pupil premium grant and recovery premium we will support pupils who are from disadvantaged backgrounds.

At Belvoirdale the challenges we face are diverse. Our pupil premium children equate for 26% of the school, of these children >>>>% are also SEND.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For children to be provided with enriching activities that enhance their life experiences.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and these children will be supported in other areas
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocating time for class teachers to be released from class to run intervention groups for disadvantaged children using catch up funding.
- Additional teaching and learning opportunities
- Additional learning support and a full time ELSA.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Life experience and opportunities outside of school
2	Parental support and engagement in learning and school life
3	Pupils make less progress than non PP children, specifically in Reading and Maths End of KS1 July 2021- Reading- 36% 6 steps progress Maths- 43% of pupils made 6 steps progress End of KS2 July 2021 Reading- 69% made 6 steps progress Maths- 39% made 6 steps progress
4	Social skills, self-confidence and self-belief, behaviour for learning
5	Attendance, punctuality and hardship fund

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
Provide children with a curriculum that enriches their life experiences	Children will be supported to go on trips, visiting practitioners will come to school, FAB clubs will provide extra curricular activities, ELSA will provide enriching experiences for children e.g. forest school Music lessons above and beyond the curriculum
Continue to improve parental engagement	Parents engage in their child's learning on seesaw, attendance at parents evenings increases, parents attend positive parent courses provided by family support worker Attendance at parent meetings improved
Pupils make less progress than non PP children	Quality First Teaching- all good or better Targeted interventions for children, overseen SLT and SIP leaders

	<p>Teachers released across phases to provide quality first teaching for interventions.</p> <p>New Phonics scheme -Song of Sounds launched to improve teaching and support for Phonics.</p>
Social skills, self-confidence and self-belief	<p>FAB clubs and Belvoirdale bullions help children to work to the Belvoirdale characteristics of learning. ELSA sessions- 1-1 and group provide children in need of social groups and confidence building.</p>
Attendance, punctuality and hardship fund.	<p>Attendance officer will help improve attendance, PP breakfast club to support children with punctuality. Support will be given to children and families for trips, uniform and Family support.</p>

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Song of Sounds Phonics scheme introduced across school to improve quality first teaching	Improving quality first teaching in Phonics- strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils (EEF)	3
Nessy intervention for KS2	Quality first teaching and support struggling readers and spellers.	3

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

Budgeted cost: £ 25, 605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply teacher for release time for targeted interventions from class teachers	EEF – Quality teaching helps every child Support middle and higher attainers	3, 4
LSA employed for support for EAL children (<i>recovery premium?</i>)	EEF- targeted academic support to build vocabulary to support learning in the classroom	3
Targeted interventions with LSA	EEF Targeted academic support	3, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Support for children's mental well-being- EEF wider strategies- social emotional support	1, 2, 4
Family Support Worker	Supporting families and parental engagement	2
<i>FAB Fridays, Belvoirdale bullions (behaviour system)</i>	EEF Wider strategies- behaviour approaches	4, 5
<i>Attendance officer</i>	Promoting attendance and punctuality EEF- wider strategies	4, 5

Total budgeted cost: £ 110,605

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 2020 to 2021 academic year.

Due to the impact of COVID 2020 2021, many of our outcomes were not fully realised. After a disrupted year, continuous lockdowns had the biggest impact for our disadvantaged pupils. Interventions for academic purposes were set up around lockdowns, targeted academic support which focused on quality first teaching. As seen in the data above children did make some progress due to a broad and balanced curriculum being maintained throughout.

Our assessments and observations showed that children's well-being and mental health was severely impacted last year due to covid. To help with this moving forward we are employing a full time ELSA- this is a focus moving forward.

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.