

Pupil premium strategy statement

Belvoirdale 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	337
Proportion (%) of pupil premium eligible pupils	126 (37%)
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Caroline Heath
Governor / Trustee lead	Emma Dibble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£190,890

Part A: Pupil premium strategy plan

Statement of intent

Belvoirdale is a vibrant school with dedicated and passionate staff who ensure the school ethos, of "Dream it, learn it, live it," is embedded throughout all aspects of school life. Belvoirdale maintains the highest expectation despite the challenges and the starting points our pupils and families encounter.

Belvoirdale is an above average Primary School with 338 pupils. The school PAN is 50, with single year group classes in EYFS and KS1 and mixed age classes in KS2. In addition, Belvoirdale has developed a SEND classroom in KS1 and KS2 to support pupils with high needs. The Belvoirdale context presents many challenges, 33% of the school on the SEND register, with over 30 EHCPs. 54 out of 94 Pupil premium and SEND.

School attendance is a high priority at Belvoirdale Primary School. We provide bespoke support tailored to individual needs to support both students and their families. This support fosters a sense of belonging within the school community, encouraging students to engage more fully in their education. By collaborating with families and local services, we can create a supportive environment that addresses the diverse challenges faced by students, ultimately leading to improved attendance and academic outcomes.

Quality First teaching, complemented by targeted interventions, empowers pupils to acquire the necessary skills and opportunities to thrive. Our aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Maths and Reading continues to be a focus, strong subject leadership enables teachers to provide high quality learning experiences and structured lessons to ensure that pupils make good progress from their starting points.

Our ethos at Belvoirdale is key to the success of all pupils; inclusion is at the heart of everything we do. We implement inclusive strategies throughout the school to ensure that all pupils can access the curriculum and benefit from wider learning experiences. Our ambition for each pupil drives a collective understanding of the various disadvantages faced by different groups within our community. Consequently, we strive to provide targeted support tailored to the unique needs of every pupil and their families, ensuring that they are fully engaged in all aspects of school life. This commitment enhances both academic and personal development.

Through effective leadership and highly skilled staff, Belvoirdale adopts a whole school inclusive strategy to deliver high-quality learning experiences for all disadvantaged students. This commitment to inclusivity is reflected in the targeted support mechanisms tailored to meet the diverse needs of learners. Staff engage in ongoing professional development to enhance their expertise in inclusive practices, fostering

an environment where every student can thrive. Collaborative partnerships with parents and the community further bolster this strategy, creating a holistic support system. Regular assessments and feedback loops are integral for continuous improvement and resource adaptation, ensuring that students' needs are met effectively. Consequently, Belvoirdale promotes academic excellence while nurturing a sense of belonging, empowering disadvantaged students to achieve their full potential. This comprehensive approach underscores the school's dedication to equality in education.

Challenges

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

Challenge number	Detail of challenge
1- Attendance	Close monitoring of attendance and punctuality . School figures show, overall attendance for last academic year was 94% (LA- 96.2%) Pupil premium attendance-as of December 2025 91.6%
2- SEND	A high proportion of pupil premium pupils also have SEND needs. 59/114 pupils are PP on the SEND register. 22/34 pupils who have an EHCP are also PP. 75% of pupils who have SENIF are also PP.
3- Maths	Maths attainment and progress continue to be a challenge for Belvoirdale. KS2 SATS data shows Mathematics: EXS: 59% (74%) achieved the expected standard, compared to 29% (61%) disadvantaged. 76% (80%) not known to be disadvantaged. HS: 7% (26%) achieved a high score, compared to 0% (15%) disadvantaged. 10% (32%) not known to be disadvantaged.
4- SEMH	Assessments of wellbeing show that disadvantaged pupils are disproportionately affected by SEMH needs, which impacts the future well-being and learning.

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- Attendance- good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	<ul style="list-style-type: none"> • Attendance of disadvantaged pupil group is 95%+. • Regular monitoring and swift intervention take place to monitor attendance of all pupils. • Attendance in school is monitored at classroom level and SLT level • Half termly meetings with Phase Leader ensure that attendance is dealt with swiftly • Belonging Training impacts the support of attendance by every member of staff in school • Good communication between school and home identifies and addresses any barriers to school attendance including 1-1 meetings with attendance champions, bespoke interventions for pupils to encourage a sense of belonging.
2- SEND- Pupils who are PP and SEND are well supported and make good progress from starting points	<ul style="list-style-type: none"> • Engagement in lessons increases through inclusive strategies for all. (Behaviour and attendance data) • Individual needs are swiftly assessed and targeted with timely & appropriate support. High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. • Assessment of pupil's small step progress show pupils make good progress from starting points.
3- Maths- increase in pupil progress and attainment in Maths - The gap narrows between disadvantaged and non-disadvantaged	<ul style="list-style-type: none"> • The Maths curriculum is reviewed and improved to ensure it meets the needs of all children • Assessment is used effectively to find gaps in pupils learning. New assessments support teachers to recognise the gaps and ensure interventions are put in place to support pupils

	<ul style="list-style-type: none"> • Work with the Specialist Maths Hub is undertaken to ensure good quality Maths teaching and learning for all. • NCTEM materials are used to support teacher subject knowledge and quality first teaching.
<p>4- Well-being support- pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in:</p> <ul style="list-style-type: none"> – improved mental health & well-being. – good levels of activity and nutrition – high aspirations – increased confidence and access to 'cultural capital' development opportunities. 	<ul style="list-style-type: none"> • Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. (ELSA) • Monitoring shows high standards of learning behaviour in class, intervention sessions and homework. • Access to free of charge breakfast club • Disadvantaged pupils across the school access free after school clubs which provide extracurricular experiences • Residential, swimming and school trips subsidised subsidised/funded so that all pupils can access. • Good uptake of a range of opportunities for older pupils to help develop responsibility and build character & confidence (eg. Play Leaders, School Council). • Emotional Literacy Support Assistant (ELSA) offer to ensure that children in all phases can access emotional & wellbeing support as required. • Support for families through a social subscriber ensures that families feel supported in meeting the needs of their children

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

Budgeted cost: £25,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths- review of the Maths Curriculum and support from Maths Hub to ensure that the Maths curriculum is fit for purpose. New Maths assessments introduced to support QLAs and targeted interventions Specific training and teaching of Problem solving Staff training on oracy in Maths	EEF recommendations include “Using assessment to build upon pupils existing knowledge” “Use of manipulatives and explicitly teaching problems solving” “Use of structured interventions to provide additional support” Effective Professional development for staff (Guidance from the EEF)	2
Staff training for “Everyone’s Welcome initiative to be taught through the curriculum. Review of Curriculum to ensure pupils feel they are represented and belong in school	Support for pupils with belonging and accessing the curriculum. Effective Professional development for staff (Guidance from the EEF)	1, 3, 4

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

Budgeted cost: £131,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for SEND pupils continues to be bespoke and far reaching. Payments for support from Educational psychology services, autism outreach and private diagnosis in some cases. Support for SEND pupils in specialist classrooms continues to be a priority-ensuring an inclusive approach for all. Staff training for SEND specific needs	EEF wider barriers to learning- “Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology linked to effective pedagogy.”	2, 4
Development of bespoke SEND hubs for KS2 and KS1 to ensure that pupils get the specific provision they need		2, 4
Interventions to support pupils to keep up in all core subjects- run by teachers		1, 2, 3, 4

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

Budgeted cost: £34,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to improve school attendance.</p> <p>Training for staff- -</p> <ul style="list-style-type: none"> -Belonging training, -training on tracking attendance -time given by SLT to be attendance champions to track whole school attendance, protected time to support attendance -Work with the local authority to provide support for families. 	<p>DFE document “Working together to improve school attendance” states- “Attendance is everyone’s business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates.”</p> <p>A bespoke plan to support attendance is needed for all pupils to ensure improvement in attendance.</p> <p>A proactive use of data is needed to track pupils who do not attend well, early intervention is key.</p> <p>EEF- Wider strategies for support School attendance</p>	1, 4
<p>Well-being support-pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in:</p> <ul style="list-style-type: none"> -improved mental health & well-being. -good levels of activity and nutrition -high aspirations -increased confidence and access to ‘cultural capital’ development opportunities. 	EEF-Wider strategies to support pupils	1, 4

Total budgeted cost: £ 190,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following a review of data, outcomes for Pupils Premium pupils for 2024/2025 were-

EYFS Profile

57% (51%) of pupils achieved a good level of development (GLD)

54% (51.4) of disadvantaged pupils achieved GLD, 58% (71%) not known to be disadvantaged achieved GLD

(Group of 13 pupils)

Year 1 Phonics Screening Check

78% (80%) achieved the standard, compared to 31% (67%) disadvantaged, 69% (84%) not known to be disadvantaged.

(Group of 15 pupils)

Year 2 Phonics Screening

89% (89%) achieved the standard by the end of Year 2, compared to 81% (81%) eligible for PP, 94% (92%) not known to be disadvantaged.

Key Stage 2 SATs

Reading, writing, maths combined

EXS: 48% (62%) achieved the expected standard, compared to 18% (47%) disadvantaged pupils, 66% (69%) not known to be disadvantaged.

GDS/HS: 2% (8%) achieved a high score, compared to 0% (4%) disadvantaged, 3% (11%) not known to be disadvantaged

Reading:

EXS: 67% (75%) achieved the expected standard, compared to 47% (63%) disadvantaged.

79% (80%) not known to be disadvantaged.

HS: 17% (33%) achieved a high score, compared to 12% (21%) disadvantaged. 21% (39%) not known to be disadvantaged.

Writing:

EXS: 61% (72%) achieved the national standard, compared to 53% (59%) disadvantaged. 66% (78%) not known to be disadvantaged.

GDS: 7% (13%) achieved GDS, compared to 0% (7%) disadvantaged. 10% (16%) not known to be disadvantaged

Mathematics:

EXS: 59% (74%) achieved the expected standard, compared to 29% (61%) disadvantaged.

76% (80%) not known to be disadvantaged.

HS: 7% (26%) achieved a high score, compared to 0% (15%) disadvantaged. 10% (32%) not known to be disadvantaged.

Grammar, punctuation and spelling (GPS)

EXS: 65% (73%) achieved the national standard, compared to 59% (60%) disadvantaged. 69% (79%) not known to be disadvantaged.

HS: 15% (30%) achieved GDS, compared to 12% (19%) disadvantaged. 17% (35%) not known to be disadvantaged

(Group of 17 pupils.)

Attendance data-

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	275	93.9%	94.9%	Below	Relative decline	High - SEN
2023/24	277	93.7%	94.5%	Below	Relative improvement	High - SEN
2022/23	268	93.1%	94.1%	Below	Relative decline	-

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

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)