

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	Belvoirdale Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 (Current Year) 2023/2024
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	
Pupil premium lead	Mrs Caroline Heath
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880
Recovery premium funding allocation this academic year	£12,760
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	£134,640

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. Many Pupil Premium children at Belvoirdale 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 July 2021 Results <u>End of KS1</u> July 2021- Reading- 36% 6 steps progress Maths- 43% of pupils made 6 steps progress <u>End of KS2</u> 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, Dojo celebration afternoons will provide extra curricular activities, ELSA will provide

	<p>enriching experiences for children e.g. forest school</p> <p>Music lessons above and beyond the curriculum</p>
Continue to improve parental engagement	<p>Parents engage in their child's learning on seesaw, attendance at parents evenings increases, parents attend positive parent courses provided by family support worker</p> <p>Attendance at parent meetings improved</p>
Pupils make less progress than non PP children	<p>Quality First Teaching- all good or better</p> <p>Targeted interventions for children, overseen SLT and SIP leaders</p> <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> <p>WIDGET APP- to support vocabulary development and support cognitive load</p>
Social skills, self-confidence and self-belief	<p>Dojos and celebration afternoons (enriching activities) 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: £ 38,500

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
Focused Fluency Groups set up to increase fluency in reading and provide high quality texts for children	Improving quality first teaching in Reading- 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
Widget APP	Inclusive classroom teaching to support all vulnerable groups including disadvantaged	3

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

Budgeted cost: £ 47,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £49,028

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>Behaviour system- whole school enriching activities once a half term</i>	EEF Wider strategies- behaviour approaches	4, 5
<i>Attendance officer</i>	Promoting attendance and punctuality EEF- wider strategies	4, 5

Total budgeted cost: £ 134,640

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 2021 to 2022 academic year.

During the Year 2022 2023 children received interventions across school. The quality of Phonics teaching improved greatly, having a positive impact on children's Phonics and Reading results. All lessons during Observations and Learning Walks were judged good or better.

Following the pandemic, our Pupil Premium numbers have increased. There is a high correlation of Pupil Premium who are SEND.

July 2021 Results

Phonics Screening

74% (Whole school) 50% PP

End of KS1

July 2021- Reading- 62% 6 steps progress

Maths- 92% of pupils made 6 steps progress

End of KS2

July 2021 Reading- 75% made 6 steps progress

Maths- 75% made 6 steps progress

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?	

