



BELSWAINS PRIMARY SCHOOL

Pupil Premium Strategy Statement

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

Detail	Data
School Name	Belswains Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	53 pupils which equates to 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Neysa Claridge Headteacher
Pupil premium lead	Rosaria Attanasio Inclusion Lead
Governor Leads	Che Gannarelli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,898
Recovery premium funding allocation this academic year	£8,555
Pupil premium (and recovery premium) funding carried forward from previous years	0

Total budget for this academic year	£100,453
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Statement of intent

At Belswains Primary School we have high aspirations for all pupils and strongly believe in removing barriers and challenges for pupils to succeed. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in our school. We strive to embed an inclusive, aspirational ethos which ensures that all of our disadvantaged children succeed regardless of their prior attainment information.

Through our school's values of 'Kindness, Courage, Respect and Health' we intend to support the whole child. This includes their attendance, behaviour, mental health, access to education materials and we understand that all of these can have an impact on their educational outcomes.

Our curriculum is ambitious and is designed to give all pupils, including disadvantaged, the knowledge and cultural capital they need to succeed in life. We actively promote a passion for life's opportunities where all pupils can become the best that they can be, personally and academically.

We use the tiered approach to pupil premium spending of high quality teaching, targeted support and wider strategies.

High quality teaching will always be the bedrock of the support we offer at Belswains Primary School. High quality teaching ensures that all children are accessing a rich, broad curriculum that engages children from all backgrounds. This is achieved through skilled planning by teaching staff who are aware of the disadvantaged children in their classrooms and determined to support them with any barriers they face. Furthermore, we support our pupils to have the courage and confidence to embark on the next chapter of their learning journeys.

Challenges

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

Challenge number	Detail of challenge
1	Mental health/ growth mindset
2	The attendance of our disadvantaged pupils is lower than non-disadvantaged. This means that they miss more learning than their peers.
3	Pupils eligible for PPG who are also SEND have gaps and misconceptions in their learning and find it difficult to retain/recall prior knowledge, and not always able to articulate their next steps for their learning.
4	To support our disadvantaged pupils in feeling valued within the role of learners and as members of our school community, accessing the same level of opportunity as others.
5	We have noticed that parental engagement, mental health and support from some of our families is lower where pupils face disadvantage. This means that learning is not continued at home and opportunities are fewer as a result. We need to support parents in knowing what is being taught in school and how they can help at home and support available to them.
6	Some of our disadvantaged pupils do not have access to wider opportunities that promote aspiration and develop cultural capital, meaning that when they come to access learning, they do not always have the core skills needed to get the most from it.
7	Engagement within curriculum time for all vulnerable pupils has been identified for some and being lower than their peers. For these pupils, who may be entering at lower starting points than other pupils, lower engagement means that they may fall further behind.

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
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<p>Ensure that every member of staff has the highest expectation for all disadvantaged pupils and a relentless focus on improving their attainment through engagement in lessons.</p>	<p>Higher level of adult support in some classes to meet the need of higher disadvantage and to mitigate the impact of need.</p> <p>CPD for all support staff to ensure consistency of practice to meet the needs of the pupils.</p> <p>To plan specific interventions to meet the needs of pupils and enable greater levels of progress.</p>
<p>Increased staffing in some classes and lessons to ensure that support is available where it is needed.</p> <p>For disadvantaged pupils to make greater levels of progress than their peers in each class.</p>	<p>Targeted focus in pupil progress meetings for disadvantaged pupils to ensure their needs are met.</p> <p>Targeted interventions to support disadvantaged pupils are planned for and reviewed termly.</p>
<p>Improve attendance of disadvantaged pupils to national average.</p>	<p>To work more closely with specific pupils for whom attendance has historically been a concern, then find ways of overcoming barriers.</p> <p>To be quick to respond to absence of particular pupils, challenging parents to try and change behaviours in ensuring that pupils are in school as much as possible.</p> <p>To restructure the attendance policy to ensure that all checks for PP pupils are in place.</p> <p>Head to review attendance of PP pupils regularly, with Admin assistant support.</p> <p>Families First Assessment to support attendance of disadvantaged pupils.</p>
<p>Pupils to be prioritised for additional support through termly Pupil Progress meetings.</p>	<p>During the meetings – data and focus on PP children Monitored PP books specifically.</p>
<p>To ensure that disadvantage is not a barrier to pupils feeling valued members of our school.</p>	<p>Pupil premium families receive a credit in school that they can use to pay for school associated costs e.g. swimming, trips, uniforms.</p>

In Early Years, to ensure that each child is provided with a language-rich environment, with clear tracking and support for speech and communication skills development.	To introduce termly support staff meetings to address key issues and provide CPD. Phonics training offered for all support staff (throughout the school) who require it. To increase and improve the quality and range of home-school reading books as well as those in class, that pupils will be exposed to when learning to read.
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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: £61,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide higher levels of support in some classes to allow closer support for disadvantaged pupils within learning and greater access to intervention where this is needed.</p> <p>To continue to employ support staff to run interventions across the school ensuring that they have the basic components of learning needed, including phonics, communication and reading skills.</p> <p>To increase SEMH support through small group interventions and one to one counselling (Drawing and Talking/ Lego Therapy)</p>	<p>EEF - Target teaching & support by accurately assessing pupils' needs High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</p> <p>EEF - Feedback studies tend to show very high effects on learning. In general, research based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p> <p>EEF Research shows high quality provision with well qualified and welltrained staff is essential.</p>	1,2,3,4

Training of support staff for interventions in speech and language and phonics.	EEF-Ongoing and targeted CPD ensures the quality of interventions is maintained leading to greater outcomes for disadvantaged pupils targeted in these interventions.	1,2,3
Targeted CPD for teachers in: teaching phonics and reading; developing spoken language; teaching writing and maths.	EEF-Targeted CPD to address the teaching of areas where there are gaps in attainment between disadvantaged pupils and non-disadvantaged pupils leads to improved outcomes for disadvantaged pupils.	1,2,3
Training for teachers on Quality First Teaching	EEF- Evidence shows that high quality teaching in classrooms improves the outcomes for all pupils including disadvantaged pupils.	1,2,3
Provision of high-quality feedback to disadvantaged children.	EEF – Focus on the right feedback begin provided – thinking about the level of challenge and explanation of what needs to be done or what has been done well – rather than just saying something is ‘correct’	1,2,3,4
Small group tuition – mixed group. Morning Maths and English groups.	EEF – Specific focus to their needs, rather than general. Consider training of staff, to ensure they are able to deliver the intervention to the highest standard.	1,2,3,4
To run parental workshops in a variety of areas to support parents. To run a greater number of sessions to support parents in understanding the curriculum and how they can support their child’s learning.	EEF - Parental Engagement Toolkit - Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2,3,4

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

Budgeted cost: £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted one to one and group interventions led by teachers and TA's, including one to one reading, Targeted reading interventions in groups, targeted writing interventions in groups and one to one, targeted Maths intervention.</p>	<p>Evidence has shown that targeted interventions led by the class teacher have maximum impact as they allow flexibility to adapt to changing needs of pupils in the class and ensure that learning during interventions is consolidated within the whole class teaching.</p>	<p>1,2,3,4</p>
<p>RWI programme. Structured interventions run by support staff and class teachers using RWI.</p>	<p>Evidence shows that interventions that feed directly into general classroom practice have the greatest impact.</p>	<p>1,2,3,4</p>
<p>KS2 reading intervention - Rapid readers.</p> <p>Talkabout and Drawing and Talking.</p> <p>Targeted Maths and English support (morning and after school groups)</p> <p>Re-introduction of Wellcomm resource to give baseline assessments for children who need speech and language support</p> <p>Trained support staff to deliver SALT programmes</p>	<p>Spring/Summer 2023 in response to the need arising in EYFS. This is an evidence based intervention targeted specifically at 4-5yr olds/</p> <p>Evidence- based intervention which provides profiles for children. Once this has been drawn up, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs/</p>	<p>1,2,3,4</p>
<p>KS2 Homework club</p>	<p>Disadvantaged pupils may have less available support for homework. Providing this support at school ensures homework is effective at consolidating learning in class.</p>	<p>1,2,3,4,7</p>

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

Budgeted cost: £14,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Up to date Steps training for all staff.</p> <p>Steps Training for parents-workshop to build on consistency of approach in and out of school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>EEF-Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	<p>1,2,3,4, 5, 6,7</p>
<p>Communication with parents including increasing opportunities for parents to come into school.</p>	<p>EEF – Consider lines of communication and how it can be made flexible for parents (possible digital communication) – opportunity to be involved in individual disadvantaged children's plans on a termly basis.</p>	<p>1,4,5</p>
<p>A wider range of activities to develop confidence, including: drama, dance, choir, sports, science and art.</p>	<p>EEF-Engagement in a wider range of activities to develop a broader range of skills including performance skills improves confidence, which impacts on all areas of learning.</p>	<p>1,2,6,7</p>

<p>PSHE zones of regulation in every class and used every day.</p>	<p>EEF- While targeted approaches to Social Emotional learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class Social Emotional learning, and targeted support for pupils with particular social and emotional needs.</p>	<p>1,2,3</p>
<p>A wide range of clubs are offered to</p> <p>Pupil premium children for example, Residential trips pupil premium children are allocated £100 of the total.</p> <p>In addition, Pupil premium children have an additional £100 to spend on any aspect of school associated costs, including clubs and lunches.</p>	<p>NEU Report https://neu.org.uk/pressreleases/child-poverty-harmschildrens-educationalopportunities. Trips and Visit can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital.</p>	<p>1, 2, 3, 4,5,6,7</p>
<p>Pastoral HLTA recruitment to work with targeted individuals to support specific challenges and ensure full access to school. This could include time to provide SEMH support or just regular check-ins. The adult will also have time to link this to parental engagement and understanding and potentially attendance.</p>	<p>EEF - Target teaching & support by accurately assessing pupils' needs Highquality assessment and diagnosis should be used to target and adapt teaching to pupils' needs...</p> <p>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016.</p>	<p>1,2,3,5,6</p>
<p>To provide vouchers for Pupil Premium pupils to ensure that lack of uniform is not a barrier.</p> <p>To provide resources at home to ensure that all have access to stationary.</p> <p>Funds available to ensure that, where disadvantaged pupils are unable to contribute towards an activity, they will still be able to take part.</p>	<p>Sutton Trust Report - https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/ Child poverty harms children's educational opportunities –</p>	<p>1,2,3,4,5,6,7</p>

Total budgeted cost: £ 100,453

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

BELSWAINS PRIMARY SCHOOL

End of Year Data for Pupil Premium 2021/2022 and 2022/2023 for Comparison

KS1 (Year 1) 2021/2022

58 pupils (8 PPG pupils/ 50 non PPG pupils)

<u>KS1 Phonics</u>	<u>2021/2022 PPG</u>	<u>2021/2022 non PPG</u>	<u>2021/2022 (all Pupils)</u>	<u>2021/2022 National</u>
Phonics Screening Check – pupils achieved in Year 1	38% (3 pupils)	66% (33 pupils)	62% (36 pupils)	75%

59 pupils (8 PPG pupils/ 51 non PPG pupils)

<u>KS1 Phonics</u>	<u>2022/2023 PPG</u>	<u>2022/2023 non PPG</u>	<u>2022/2023 (all Pupils)</u>	<u>2022/2023 National</u>
Phonics Screening Check – pupils achieved in Year 1	62.5% (5 Pupils)	80.4% (41 Pupils)	78% (46 Pupils)	79%

KS1 2021/2022 (Year 2)

59 pupils (6 PPG pupils / 53 non PPG pupils)

<u>Subject</u>	<u>2021/2022 PPG</u>	<u>2021/2022 Non-PPG</u>	<u>2021/2022 (all Pupils)</u>	<u>2021/2022 National</u>
Reading	17% (1 pupil)	70% (37 pupils)	64% (38 pupils)	67%
Writing	17% (1 pupil)	55% (29 pupil)	51% (30 pupils)	58%
Maths	17% (1 pupil)	64% (34 pupils)	59% (35 pupils)	68%

KS1 2022/2023 (Year 2)

60 pupils (10 PPG pupils / 50 non PPG pupils)

<u>Subject</u>	<u>2022/2023 PPG</u>	<u>2022/2023 Non-PPG</u>	<u>2022/2023 (all Pupils)</u>	<u>2022/2023 National</u>
Reading	40% (4 Pupils)	76% (38 Pupils)	70% (42 Pupils)	68%
Writing	40% (4 Pupils)	70% (35 Pupils)	65% (39 Pupils)	60%
Maths	50% (5 pupils)	74% (37 Pupils)	70% (42 Pupils)	70%

KS2 2021/2022 (Year 6)

30 Pupils (7 PPG pupils/ 23 Non PPG Pupils)

KS2	2021/22 PPG	2021/22 Non-PPG	2021/2022 (all Pupils)	2021/22 National
GPS	29% (2 pupils)	91% (21 pupils)	77% (23 pupils)	72%
Writing	29% (2 pupils)	87% (20 pupils)	70% (21 pupils)	74%
Reading	29% (2 pupils)	96% (22 pupils)	80% (24 pupils)	69%
Maths	43% (3 pupils)	87% (20 pupils)	80% (24 pupils)	71%

60 Pupils (17 PPG pupils/ 43 Non PPG Pupils)

KS2	2022/23 PPG	2022/23 Non- PPG	2022/2023 (all Pupils)	2022/23 National
GPS	59% (10 pupils)	77% (33 pupils)	72% (43 pupils)	72%
Writing	65% (11 pupils)	72% (31 pupils)	70% (42 pupils)	71%
Reading	59% (10 pupils)	84% (36 pupils)	77% (46 pupils)	73%
Maths	65% (11 Pupils)	84% (36 pupils)	78% (47 pupils)	73%

Externally provided programmes

Programme	Provider
Steps training	Hertfordshire STEPS behaviour approach
Read Write Inc	Ruth Miskin
Ready Steady Write	Literacy Counts
TTRS	3P Learning
National Breakfast Scheme	Family Action

Third Space Maths	National Tutoring Programme
Herts Music service	Herts Music service
Dacorum Family Services	Dacorum
Handwriting scheme	Nelson
MFL programme	Language Angels
Library	EES Library cloud system
HFL	Herts For Learning
Dacorum School Sports Network	Dacorum