



# 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	431
Proportion (%) of pupil premium eligible pupils	61 pupils which equates to 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Neysa Claridge Headteacher
Pupil premium lead	Rosaria Attanasio Inclusion Lead
Governor Leads	Che Gannarelli

### Funding overview

Detail	Amount
<b>Total budget for this academic year</b>	£83,325.00

## 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.	<p><b><u>Speech and Language in our Early Years Classes</u></b></p> <p><b>Rationale</b> Speech, language, and communication difficulties which cause lower starting points that in turn slows reading, writing and maths in subsequent years.</p> <p><b>Evidence</b> Baseline Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident from Reception through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class in 2023 years, approximately 57.2% of our Pupil Premium pupils arrive below age-related expectations compared to 24% of our non Pupil Premium pupils. In 2024 40% of our Reception pupils arrived below the age-related expectations compared to 21% of our non Pupil Premium pupils.</p>
2.	<p><b><u>Supporting Social, Emotional, Mental Health</u></b></p> <p><b>Rationale</b> Observations and discussions with pupils and families have identified social and emotional issues for many pupils, mainly due to significant events in their personal lives or SEN and/or medical needs.</p> <p><b>Evidence</b> In 2024/2025, 52% of our Pupil Premium cohort received some form of SEMH support (internal and external).</p>
3.	<p><b><u>Writing Attainment</u></b></p> <p><b>Rationale</b> Writing data shows that Pupil Premium pupils are performing significantly below their non-Pupil Premium peers. This highlights a substantial attainment gap in core subjects and highlights the need for targeted support and interventions to ensure disadvantaged pupils can achieve their potential.</p> <p><b>Evidence</b> In particular, only a small proportion of Pupil Premium pupils are working at Age-Related Expectations (ARE) in writing, with attainment 42.6% lower than that of non-Pupil Premium pupils achieving ARE.</p>
4.	<p><b><u>Attendance</u></b></p> <p><b>Rationale</b> The attendance of our disadvantaged pupils is lower than that of their non-disadvantaged peers, meaning they miss more learning and have reduced access to the full curriculum.</p> <p><b>Evidence:</b> In the 2024/2025 academic year, absence among Pupil Premium pupils was 6% lower than that of non-Pupil Premium pupils. This highlights the need for targeted strategies to improve attendance and ensure that disadvantaged pupils can fully benefit from all learning opportunities.</p>
5.	<p><b><u>Wider opportunities</u></b></p> <p><b>Rationale:</b> Some of our disadvantaged pupils have limited access to enrichment opportunities outside school that help to develop aspiration, cultural capital, and foundational skills. As a result, when they engage with the curriculum, they may not always have the prior knowledge, vocabulary, or experiences needed to fully access and benefit from learning. Providing targeted opportunities to broaden pupils' experiences, alongside high-quality teaching, helps to close these gaps and ensures that all pupils can participate fully in academic and extra-curricular activities.</p> <p><b>Evidence:</b> Observation and assessment show that disadvantaged pupils sometimes struggle with tasks that rely on prior knowledge or contextual understanding. Pupil voice and parent feedback indicate limited exposure to cultural, artistic, or real-world experiences outside of school. Data from baseline assessments, reading and writing outcomes, and oracy monitoring highlight gaps in vocabulary, comprehension, and general knowledge compared to non-</p>

disadvantaged peers.  
Attendance and participation in extracurricular activities is lower among disadvantaged pupils, reducing opportunities to build confidence and aspiration

## 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
<p>1. Improve speech and language skills for Pupil Premium pupils in EYFS and KS1, including those with SEND, ensuring that all children develop strong early communication skills that support learning across the curriculum.</p>	<p><u>Improved assessment outcomes:</u> Pupil Premium pupils in EYFS and KS1, including those with SEND, demonstrate measurable progress in speech and language according to baseline assessments, Wellcomm screening, and follow-up assessments.</p> <p><u>Increased participation and confidence:</u> Pupils show improved oracy skills through greater confidence in speaking, listening, questioning, and contributing during class discussions, group work, and Oracy project opportunities.</p> <p><u>Effective intervention impact:</u> Wellcomm and other targeted speech and language interventions show positive impact, with pupils meeting or exceeding expected progress from their identified starting points.</p> <p><u>Curriculum implementation:</u> A whole-school Oracy curriculum is developed, launched, and embedded, with clear progression of speaking and listening skills from EYFS onwards.</p> <p><u>Staff proficiency:</u> Staff confidently deliver high-quality oracy teaching and speech and language support, informed by training and consistent approaches across year groups.</p>
<p>2. Emotional difficulties supported.</p>	<p>Pupils demonstrate improved emotional regulation, resilience, and confidence, observed through teacher assessment, pastoral reports, and pupil self-reflection.</p> <p>Reduction in the frequency and severity of emotional or behavioural incidents affecting learning.</p> <p>Pupils actively engage in class, interventions, and enrichment opportunities, showing sustained participation.</p> <p>Positive feedback from pupils, families, and staff regarding the impact of emotional support provision.</p> <p>Attendance and punctuality for pupils with emotional difficulties improves over the academic year.</p> <p>Staff are confident in implementing consistent strategies to support pupils' emotional needs, and adjustments are embedded across the school</p>
<p>3. Writing outcomes raised.</p>	<p>Increase in the proportion of Pupil Premium pupils working at or above Age-Related Expectations in writing across all year groups. Targeted interventions and high quality teaching will result in measurable improvements in pupils' sentence structure, grammar, punctuation, spelling, and overall composition. Pupils will demonstrate greater confidence and engagement in writing tasks, supported by evidence from work samples, teacher assessments, and moderation across year groups. Progress will be tracked regularly, ensuring that Pupil Premium pupils make accelerated progress from their starting points and that the attainment gap with non-Pupil Premium pupils continues to narrow.</p>

<p>4. Improve attendance of Pupil Premium pupils</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>Headteacher to review attendance of PP pupils regularly, School office manager.</p> <p>Families First Assessment to support attendance of disadvantaged pupils.</p>
<p>5. Delivery of wider opportunities.</p>	<p>Increased participation of Pupil Premium pupils in a range of enrichment activities, including trips, workshops, clubs, and cultural experiences. Pupils will demonstrate broader knowledge, improved vocabulary, and enhanced confidence in applying learning across the curriculum. Pupil voice and feedback will reflect heightened engagement, aspiration, and enjoyment of learning. Evidence from assessments, project outcomes, and enrichment participation records will show that disadvantaged pupils are accessing and benefiting from these opportunities, helping to close gaps in cultural capital and ensuring equal access to experiences that support personal and academic development.</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: £54,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language in our Early Years classes</p>	<p>Following the baseline assessments, the use of the WellComm programme will support our Early Years children to develop their speech and language skills.</p> <p><a href="#">Link to WellComm case studies</a></p>	<p>1</p>

Speech and Language training	Speech and Language CPD from Herts. Due to support groups in KS1 and provide support to staff. This will be disseminated across the Key Stages. This will provide pupils with adults who can help them to develop the right mouth shapes and vocal sounds at an early age. <a href="#">Link to evidence from EEF</a>	1
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.  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.	Target teaching & support by accurately assessing pupils' needs High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.  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. <a href="#">Link to evidence from EEF</a>	1,2,3
To increase SEMH support through small group interventions and one to one counselling (Drawing and Talking/ Lego Therapy)	Research shows high quality provision with well qualified and well trained staff is essential. <a href="#">Link to Drawing and Talking</a>	2
Coaching of EYFS staff and KS1 to deliver the phonics programme.	Effective coaching from a peer or mentor has been shown to have an immediate impact on teaching and therefore on learning. The use of an external coach and instructional coaching both 'in the moment' and as part of lesson observation feedback. <a href="#">Link to the Chartered College of teaching</a>	1,2,3
Training for all staff on colourful semantics, SPLD resources and key Literacy strategies.	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. <a href="#">Link to evidence from EEF</a>	1,2,3
Coaching to provide high quality writing lessons which have been adapted to meet the needs of all children, especially those who are eligible for Pupil Premium.	Effective coaching from a peer or mentor has been shown to have an immediate impact on teaching and therefore on learning. The use of an external coach and instructional coaching both 'in the moment' and as part of lesson observation feedback. <a href="#">Link to the Chartered College of teaching</a>	1,2,3
Provision of high-quality feedback to disadvantaged children.	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' <a href="#">Link to evidence from EEF</a>	1,2,3,4

Small group tuition – mixed group.  Morning Maths and English groups.	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. <a href="#">Link to evidence from EEF</a>	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.	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. <a href="#">Link to evidence from EEF</a>	1,2,3,4,5

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

**Budgeted cost: £15,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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. Small group interventions can provide 'an average impact of four months additional progress over the course of a year'. <a href="#">Link to evidence from EEF</a>  <a href="#">Link to evidence from EEF</a>	1,2,3
RWI programme. Structured interventions run by support staff and class teachers using RWI.  KS2 reading intervention - Rapid readers.	A strong evidence base, including findings from the EEF, shows that the most impactful interventions are those that directly strengthen everyday classroom teaching. High-quality teaching has the largest effect on pupil outcomes, particularly for disadvantaged pupils, and strategies aligned with the curriculum, such as effective feedback, metacognitive approaches, and targeted support that links back to class learning, consistently deliver better long-term	1,2,3

<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>gains than isolated or stand-alone interventions. This is why our Pupil Premium approach prioritises practices that enhance and embed effective instruction within the classroom.</p> <p><a href="#">Link to evidence from EEF</a></p>	
<p>Talkabout and Drawing and Talking.</p>	<p><a href="https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools">https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools</a></p> <p>Given our increased SEMH needs, we have put in place different tiers of SEMH support across the school. The Drawing and Talking Lead has now also been trained on delivering the provision to EYFS pupils. The support aims to increase attendance as well as academic outcomes for vulnerable pupils.</p>	1,2,3,4,5
<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>	1,2,3,4,5

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

**Budgeted cost: £13,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Up to date Therapeutic thinking training for all staff.</p> <p>Therapeutic thinking 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>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><a href="#">Link to evidence from EEF</a></p>	1,2,3,4,5

<p>Working with parents or pupil premium eligible children to ensure that the children have excellent attendance at school.</p>	<p>Schools are required by the DfE to ‘Listen, understand, empathise and support... but do not tolerate.’ This means that parents need to be supported to understand how important schooling is for their children. <a href="#">Link to evidence from EEF</a></p>	<p>5</p>
<p>PSHE zones of regulation in every class and used every day.</p>	<p>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.  <a href="#">Link to evidence from EEF</a></p>	<p>1,2,3,4,5</p>
<p>A wide range of clubs are offered to Pupil premium children for example, Residential trips pupil premium children are allocated £100 of the total.  In addition, Pupil premium children have an additional £100 to spend on any aspect of school associated costs, including clubs and lunches.</p>	<p>Ensuring all children can access opportunities financially making trips more affordable.  Access to a broad and balanced curriculum supported through wider opportunities. These opportunities also encourage children to attend school. Providing access to after school clubs not only provides wider opportunities for children but also helps encourage them to attend school.  <a href="#">Link to evidence from EEF</a> <a href="#">Link to evidence from EEF</a></p>	<p>1, 2, 3, 4,5</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>Target teaching &amp; support by accurately assessing pupils’ needs High quality assessment and diagnosis should be used to target and adapt teaching to pupils’ needs...  <a href="https://www.gov.uk/government/publications/link-between-attendance-and-attainment">https://www.gov.uk/government/publications/link-between-attendance-and-attainment</a></p>	<p>1,2,3</p>
<p>Belswains menu</p> <ul style="list-style-type: none"> <li>- Targeted interventions</li> <li>- Enhanced curriculum provision</li> <li>- Breakfast club</li> <li>- Teaching assistants who support pupils in class</li> <li>- Effective and efficient access to mental health services</li> <li>- Family and pupil support workers</li> <li>- Counselling services (including school based support)</li> <li>- Extra-curricular activities</li> <li>- Subsidies for school trips and workshops</li> <li>- School uniform subsidy</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) shows that a combination of high-quality teaching and well-structured wider support is most effective in improving outcomes for disadvantaged pupils. Targeted interventions such as small-group and one-to-one tuition have strong impact when they align with classroom learning, while enhanced curriculum opportunities and breakfast provision help improve engagement and readiness to learn. In-class support from trained teaching assistants, alongside access to counselling, mental-health services, and family support workers, contributes to improved social, emotional and behavioural development. Extra-curricular activities, subsidised trips, and uniform or resource support reduce financial barriers that limit participation, ensuring all pupils can access the full curriculum. Together, these</p>	<p>1,2,3,4,5</p>

	approaches help remove obstacles linked to disadvantage and create the conditions for improved attendance, inclusion and academic progress.	
--	---	--

**Total budgeted cost: £**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our Pupil Premium strategy is shaped by a clear understanding of the profile and needs of our disadvantaged cohort. In 2024/2025, this group consisted of 58 pupils, representing 16% of the whole school population. Cohort sizes vary significantly across year groups, and in some cases the number of Pupil Premium pupils is as low as four or five. As a result, individual pupil circumstances can disproportionately influence percentage based measures and year on year comparisons.

The needs of our Pupil Premium pupils are also complex. Over 31% of pupil premium pupils are currently on the SEND register, meaning that a significant proportion require additional, carefully considered support in order to access learning effectively and make sustained progress. Also, it should be noted that 50% of the SEND pupils are in receipt of an Education Health Care Plan. This intersection of disadvantage and SEND reinforces the importance of high-quality teaching, targeted intervention, and a whole-school commitment to removing barriers to learning.

Our strategy is therefore designed to be both evidence-informed and flexible, allowing us to respond rapidly to emerging needs while maintaining a strong focus on long-term improvement.

### Support for Pupil Premium Pupils

Our approach to supporting Pupil Premium (PPG) pupils is designed to remove barriers to learning, enhance access to the full curriculum, and provide enrichment opportunities that broaden experiences and personal development.

#### 1. Curriculum Accessibility

We ensure that the curriculum is fully accessible to all PPG pupils. Pupil Progress Meetings specifically focus on the progress and support needs of disadvantaged pupils, enabling teachers and leaders to identify gaps, tailor interventions, and monitor the impact of strategies throughout the academic year.

#### 2. Targeted Funding and Enrichment

Every year, families of PPG pupils will receive £100 in school office credit per child. This credit is prioritised for:

- School trips and workshops, to guarantee full participation in enriching experiences.
- Any remaining balance can be used for breakfast club, after-school clubs, swimming lessons, or school uniform, ensuring that all pupils can access activities that support learning and wellbeing.

#### 3. Nutritional Support

To further support readiness to learn and overall wellbeing, all PPG pupils are offered a free daily bagel. This helps to ensure that pupils start the day nourished and ready to engage fully in learning.

#### 4. Ongoing Monitoring and Review

The impact of all PPG support is continuously monitored through assessments, attendance tracking, and pupil progress meetings. This allows the school to respond rapidly to emerging needs, adjust interventions, and ensure that every disadvantaged pupil is supported to achieve their full potential.

### Impact Monitoring and Evaluation

Due to the high level of focus placed on PPG provision, we are able to clearly identify where adjustments to practice are required. Ongoing monitoring, including both formative and summative assessment, ensures that interventions and teaching strategies are responsive and closely aligned to pupil need.

A robust range of data allows us to demonstrate the impact of our approaches over time. In the vast majority of year groups, the proportion of PPG pupils achieving Age-Related Expectations (ARE) in core subjects increases as the academic year progresses. This indicates that targeted support, high-quality teaching, and timely intervention are effectively closing gaps in attainment.

Alongside the school's PPG governor, in 2025 we have begun using our own Belswains-designed PPG Provision Tracker, which provides a clear overview of the support available across the school. Each child is monitored individually, allowing us to track the range of interventions and provisions in place and to evaluate the impact of these measures. PPG provision continues to be a key focus in all Pupil Progress Meetings, enabling teachers to share and discuss the strategies and adjustments that are having the greatest impact on pupils' academic and social development.

The table below sets out the percentage of PPG pupils meeting ARE expectations from Reception to Year 5 at both the start and the end of the academic year, providing clear evidence of progress and impact at cohort level.

#### Reception (5 pupils)

Working at or above	Autumn 2024	Progress	Summer 2025
Reading	40% (2)	+20%	60% (3)
Writing	40% (2)	0%	40% (2)
Maths	40% (2)	+20%	60% (3)

#### Year 1 (9 pupils)

Working at or above	Autumn 2024	Progress	Summer 2025
Reading	25% (2)	0%	25% (2)
Writing	12.5% (1)	0%	11.1% (1)
Maths	37% (3)	0%	33.3% (3)

#### Year 2 (8 pupils)

Working at or above	Autumn 2024	Progress	Summer 2025
Reading	25% (2)	+25%	50% (4)
Writing	37.5% (3)	0%	37.5% (3)
Maths	25% (2)	+50%	75% (6)

#### Year 3 (9 pupils)

Working at or above	Autumn 2024	Progress	Summer 2025
Reading	33.3%(3)	0%	33.3%(3)
Writing	11.1%(1)	+22.2%	33.3% (3)
Maths	11.1% (1)	+11.1%	22.2% (2)

#### Year 4 (12 pupils)

Working at or above	Autumn 2024	Progress	Summer 2025
Reading	50% (6)	+3.8%	53.8%(7)
Writing	41.7%(5)	+12.1%	53.8%(7)
Maths	75%(9)	+1.9%	76.9%(10)

#### Year 5 (4 pupils)

Working at or above	Autumn 2024	Progress	Summer 2025
Reading	25%(1)	0%	20%(1)
Writing	0%	0%	0%
Maths	0%	0%	0%

### Year 6 (10 pupils)

Reading - 60% of disadvantaged pupils were working at or above the standard higher, than Dacorum and Hertfordshire. There were 10 Pupil Premium pupils in Y6 in 2025.

Disadvantaged					
	2021	2022	2023	2024	2025
Belswains Primary School	No Data / Suppressed	37.5	61.1	54.5	60.0
Dacorum	No Data / Suppressed	54.0	55.9	54.3	54.5
Hertfordshire	No Data / Suppressed	59.8	57.2	60.9	59.8
England	No Data / Suppressed	62.3	60.2	62.4	63.2

Writing - 50% of disadvantaged pupils were working at or above the standard, higher than Dacorum. There were 10 Pupil Premium pupils in Y6 in 2025.

Disadvantaged					
	2021	2022	2023	2024	2025
Belswains Primary School	No Data / Suppressed	25.0	61.1	45.5	50.0
Dacorum	No Data / Suppressed	47.3	46.5	49.0	47.4
Hertfordshire	No Data / Suppressed	48.8	50.0	53.2	51.7
England	No Data / Suppressed	55.2	57.9	58.5	59.4

Maths - 50% of disadvantaged pupils were working at or above the standard, higher than Dacorum. There were 10 Pupil Premium pupils in Y6 in 2025.

Disadvantaged					
	2021	2022	2023	2024	2025
Belswains Primary School	No Data / Suppressed	50.0	61.1	54.5	50.0
Dacorum	No Data / Suppressed	45.8	49.3	49.1	48.1
Hertfordshire	No Data / Suppressed	51.0	52.6	53.9	53.5
England	No Data / Suppressed	56.3	58.8	59.1	60.5

Grammar, Punctuation and Spelling - 40% of disadvantaged pupils were working at or above the standard, the figure is broadly in line with Dacorum. There were 10 Pupil Premium pupils in Y6 in 2025.

Disadvantaged					
	2021	2022	2023	2024	2025
Belswains Primary School	No Data / Suppressed	37.5	55.6	63.6	40.0
Dacorum	No Data / Suppressed	49.3	51.2	51.1	49.9
Hertfordshire	No Data / Suppressed	56.2	55.3	54.9	56.8
England	No Data / Suppressed	58.6	58.9	59.0	59.7

### Statutory Pupil Premium Outcomes

Analysis of the Year 6 data shows that, overall, our Pupil Premium pupils achieve higher scores than the Dacorum average. This demonstrates that our targeted strategies and interventions are having a positive impact, supporting disadvantaged pupils to perform above local benchmarks in most areas.

The only exception is in Grammar, Spelling, and Punctuation (GPS), where scores are slightly below the Dacorum average. While this area requires continued focus, it is encouraging to note that pupils are still

making progress across the other core subjects, reflecting the effectiveness of our tailored support, high-quality teaching, and enrichment opportunities.

These results are a positive indicator that our Pupil Premium provision is helping to narrow the attainment gap, raise aspirations, and ensure that disadvantaged pupils have equitable access to academic success.

#### Attendance of Pupil Premium Pupils

Monitoring attendance is a key element of our approach to supporting disadvantaged pupils. In the 2024/2025 academic year, absence among Pupil Premium pupils was 6% lower than that of non-Pupil Premium pupils. This gap indicates that disadvantaged pupils are more likely to face barriers that affect regular attendance, such as family circumstances, health concerns, or wider social and emotional factors. Higher absence rates can significantly impact academic progress, wellbeing, and engagement with school life, and therefore represent a key area of focus within our current Pupil Premium strategy. By identifying this gap, we are able to target support more effectively, work closely with families, and implement interventions aimed at improving consistency of attendance for our disadvantaged pupils.

Persistent absence during this period was concentrated among disadvantaged pupils, including those eligible for Pupil Premium. In many cases, these absences were related to complex personal circumstances or significant events outside of school. Understanding the reasons behind absence allows us to provide tailored support to address barriers and ensure pupils are able to engage fully in learning.

To continue improving attendance, the school has identified this as a priority in the current plan. Strategies include:

- Regular monitoring and analysis of attendance data for all disadvantaged pupils.
- Early intervention and support for pupils showing patterns of absence or lateness.
- Engagement with families to understand barriers and provide practical solutions
- Promoting the importance of attendance through pastoral support, incentives, and rewards.

By maintaining a strong focus on attendance, we aim to ensure that all Pupil Premium pupils have the opportunity to fully access the curriculum and achieve their potential.

In summary, we are making steady progress towards the outcomes set for 2025/2026, as outlined in the Intended Outcomes section above. Following a review of our strategy plan, we have refined our approach and made adjustments to the allocation of our budget for this academic year to ensure that resources are directed where they will have the greatest impact on our disadvantaged pupils.

## Externally provided programmes

Programme	Provider
Therapeutic thinking training	Therapeutic thinking approach Hertfordshire
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