# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Belford Primary School |
| Number of pupils in school  | 84  |
| Proportion (%) of pupil premium eligible pupils | 15.4 % (13) Pupil Premium 3.6 % (3) Service Premium1.1 % (1) LAC |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Phil Green |
| Pupil premium lead | Lorna Rainey |
| Governor / Trustee lead | Phil Green |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £18,005 |
| Recovery premium funding allocation this academic year | £2,160  |
| 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 | £20,165 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Belford Primary School, we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:* Remove barriers to learning created by poverty, family circumstance and background
* Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
* Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
* Develop confidence in their ability to communicate effectively in a wide range of contexts
* Enable pupils to look after their social and emotional wellbeing and to develop resilience
* Access a wide range of opportunities to develop their knowledge and understanding of the world and build cultural capital

Quality First Teaching is at the core of our approach, with a strong focus on the mastery of basic skills to ensure that disadvantaged pupils are able to access the broad and balanced curriculum on offer to them. Quality First Teaching is proven to have the greatest impact on closing the disadvantage attainment gap and we invest some of our Pupil Premium Funding on quality CPD for all staff. In addition to our pupil premium strategy, all children across school, have access to our on-going recovery curriculum which is reviewed termly. Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify whole class initiatives, plus intervention and support for individual pupils (which will be reviewed at least termly with the SENDCo/headteacher). Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.To ensure the strategy is effective we will:* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
* actively seek opportunities to develop cultural capital and wider experiences for our disadvantaged children.
* engage parents to help them to support their children to become lifelong learners.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/Reception through to KS2.  |
| 2 | Some disadvantaged children are working below their potential in reading (specifically they find inference challenging) and writing.  |
| 3 | Some disadvantaged children are working below their potential in maths, they lack fluency and recall of mathematical facts which impacts on their problem- solving ability. |
| 4 | Some disadvantaged children’s life experience does not prioritise the acquisition of knowledge and future aspiration. |
| 5 | Some disadvantaged children are currently experiencing social and emotional difficulties as a result of insecurities from adverse childhood experiences and / or the COVID pandemic. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading and writing attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard. |
| Improved maths attainment among disadvantaged pupils. | KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2021/22 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations.
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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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: £ 8,400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School Speech and Language specialist to screen all children on entry and bespoke programmes are put in place.Whole class and individual/small group speech and language interventions in place in EYFS, KS1 and LKS2.(£1,500) | Weak Language and Communication skills. Limited breadth of vocabulary (sometimes reflects experiences/opportunities on entry to Reception). Previous use of Early Talk Boost and ‘Sounds Great’ interventions produced positive outcomes in EYFS and are now used with the whole cohort (small class size). | 1,2,3 |
| High Quality Staff CPD(£1,500) | High quality staff CPD is essential to follow EEF principles. We have invested in National College membership, which all staff and governors access. This is followed up during staff meetings and INSET. We also access training from Northumberland Education Service, St Michael’s English Hub and the Great North Maths Hub. All staff who lead a subject are released once a term. | 1,2,3,4,5 |
| High quality guided reading sessions based on quality texts.(£800) | Whole class guided reading sessions are used to teach a range of techniques/strategies to develop reading comprehension. The children are encouraged to apply these strategies across the curriculum. The EEF have identified the teaching of reading comprehension strategies as a high impact approach (+6 months). | 1,2,3,4 |
| High quality termly assessments and effective feedback.PIRA and PUMA maths assessments purchased for autumn, spring and summer. Will ensure consistency across the school and enable teachers to identify gaps clearly through question level analysis. Pupils will receive specific feedback.(£1,200)  | The EEF acknowledges the following: Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. | 3, 4 |
| Phonic Development – teachers and teaching assistants to deliver Read, Write Inc; paired and additional reading sessions in EYFS, KS1 and LKS2. Invest in RWI training for whole staff. (£3,400) | Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need. | 1,2,3, |

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

Budgeted cost: £ 6,676

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Years Support to provide dedicated sessions to develop core skills - communication and language, PSED, physical development and mathematics (£2,000) | Assessments show that children’s progress in these core areas is frequently not in line with age related expectations. Disrupted nursery attendance linked to Covid 19 has impacted on children’s development. | 1,2,3,4,5 |
| Teacher led tutoring groups for KS2 children.(£1,900) | Small group intervention sessions weekly in KS2. Learning is targeted at the specific needs of the group. EEF research indicates that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. | 1,2,3,4,5 |
| Mathematics Provision - In line with the school’s mastery approach to mathematics teaching, teaching assistants will be deployed to support inclusive mathematics lessons. (£2,000) | Evidence demonstrates that inclusive mathematics teaching is very effective, particularly when pupils are in mixed ability groups where children can explain concepts to their peers and benefit from listening to the explanations of others. | 1,3 |
| Times Table Rock Stars (£176) | Evidence from other successful schools indicates that TTRS is an effective way of motivating children to learn times tables. | 3 |
| SATs Preparation - targeted provision for year 6 pupil premium children.(£600) | Ensuring that pupil premium children access support to maximise potential in year 6 | 1,2,3,4,5 |

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

Budgeted cost: £ 5,089

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Commando Joe’s Character Development Programme. (£500) | Evidenced based and government supported RESPECT curriculum.Children engage with the programme and it develops self-confidence, resilience and other personal attributes needed to be a successful learner. Pupil voice | 1,2,3,4,5 |
| Weekly music sessions delivered by a music specialist across the year.(£2000)Opportunity to learn how to play an instrument.  | Every child has a right to access regular music tuition and learn how to play an instrument.  | 4,5 |
| Financial support to subsidise attendance at Breakfast Club (£600) | All children have a right to a healthy breakfast in safe and nurturing atmosphere. Research shows hungry children do not perform well.  | 1,2,3,4,5 |
| Financial Support to subsidise residential and educational visits, out of hours activities and swimming.*(£1500)* | All children are entitled to benefit from the rich opportunities that our school provides both through and beyond our ambitious curriculum. Through the offer of financial support, this will be available to all pupil premium children. We acknowledge that being involved in extracurricular activities may increase attendance and enjoyment of school life. Funding out of hours placements helps to maintain family well-being.  | 1,2,3,4,5 |
| Forest School (£489) | Children benefit from the opportunity to secure and apply their basic skills beyond the classroom, to build resilience, independence and experience success when working as part of a team.  | 1,2,3,4,5 |

**Total budgeted cost: £ 20,165**

# 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.

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| School data demonstrated that pupil premium funding supported the following outcomes:50% of PP children (2 out of 4 children) achieved a good level of development at the end of the foundation stage in July 2022. 50% achieved the expected standard in reading (10% at greater depth)50% achieved the expected standard in writing (10% at greater depth)45% achieved the expected standard in maths (10% at greater depth)45% of children receiving pupil premium funding in 2021-2022 had SEND. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Times Table Rock Stars  | Maths Circle Ltd |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | * Weekly music sessions.
* Emotional and wellbeing support
* Access to Commando Joe’s Character Development Programme.
* Additional reading support.
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| What was the impact of that spending on service pupil premium eligible pupils? | * Music lessons were beneficial to children’s well-being and provided enhancement to their curriculum.
* Emotional and wellbeing support ensured that children had the necessary resilience to thrive at school.
* Commando Joe’s sessions have helped to build the personal qualities needed to access learning effectively.
* 100% of children achieved the expected level or above in reading, writing and maths at the end of the academic year.
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