

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Belleville Primary School
Number of pupils in school	Current premium funding is based on 939 pupils as per last year's census. We now have 1001 pupils on roll.
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Headteachers – John Budden and Mary-Lyne Latour
Pupil Premium lead	Hannah Coles, Deputy Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,320
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	£198,320

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, and consider the needs and characteristics of our groups of disadvantaged pupils, without losing sight of the individual child's, strengths, needs, interests and development. The activity we have outlined in this statement is also intended to support all children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Continue to make further improvements in the curriculum and the quality of teaching and learning for all, that research shows will have the greatest impact on closing on closing the disadvantage attainment gap
- Implement accurate, timely and impactful support to meet children's individual needs
- Ensure disadvantaged pupils are challenged in the work that they're set
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure all children fully participate in school life and all of the experiences it offers

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil mobility – children starting after Reception</p> <p>Typically, by the end of KS2, a significant proportion of the PP cohort is made up of children who were mobile during KS2.</p> <p>Assessments, observations and discussions with children and their families indicate issues with prior school experiences (academic and/or social), many children arrive with gaps in their learning and/or other individual needs (sometimes complex undiagnosed SEND) which need to be established and provided for as well as needing to establish friendships and a new social circle. Research (Hattie) shows that mobility is one of the few factors that can actually take children’s learning backwards.</p>
2	<p>SEND</p> <p>In the last three years, along with eligibility for Pupil Premium, our PP cohort has more identified SEND needs than our non-PP cohort.</p>
3	<p>English as an Additional Language</p> <p>Over the last three years, there are higher numbers of children who speak English as an additional language in our PP group compared with non-PP (46.5% compared with 26.4%). Main languages spoken are French, Italian, Spanish, Portuguese, Arabic and Russian.</p>
4	<p>Academic attainment in core subjects</p> <p>Our assessments and observations show a number of PP children having attainment below the expected level and fewer at the higher standard to varying degrees in reading, writing, maths.</p> <p>In some year groups in the infants, there is a gap between progress of PP children and their non-PP peers in reading, writing and maths*</p> <p>Difficulties in the core can impact on success in other subjects through difficulties in reading, writing and calculating.</p> <p>* Data shows the progress gap closes by the end of KS2 with disadvantaged pupils making progress in line with, or on occasion better than their non-disadvantaged peers.</p>
5	<p>Attendance</p> <p>Our attendance data over the last 3 years for PP children has been around 5% lower than for non-PP pupils in the school.</p> <p>Assessments and observations show attendance negatively impacts children’s progress and success at school.</p>
6	<p>Participation in school life</p>

	Integration and full access to all on offer at school can be hindered by financial, time, cultural, logistical and communication barriers e.g. if parents do not speak English, a higher proportion of our PP cohort travel by public transport to school rather than within easy walking distance, access to and use of online communication. School data shows that more non-disadvantaged pupils attend extra curricular clubs than disadvantaged children despite the school offering two free clubs per PP child.
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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
Effective and robust systems to support deep knowledge of each child and the wider cohort	Effective systems are in place to understand strengths, needs and circumstances on induction to the school and in monitoring and support during their time at the school.
Consistent and effective quality first provision for all pupils in our school, particularly our disadvantaged pupils	Quantitative and qualitative information shows that teaching and learning is highly effective across the curriculum, year groups, classes and cohorts.
Achieve and sustain improvement in academic attainment and progress for PP children	Outcomes in all key indicators show the PP cohort are at least meeting national averages in attainment and progress from starting points. The in-school gap is narrowed.
PP children are fully integrated and benefit from all aspects of school life	This is demonstrated by: <ul style="list-style-type: none"> - high levels of participation in trips, clubs and other experiences on offer - high take up of additional support/enrichment activities targeted or prioritised for PP children - qualitative data from pupil voice, parents/carers and staff observations
To achieve and sustain improved wellbeing for all pupils in our school.	Impactful quality first support and additional interventions to support children's varied social, emotional, mental health and developmental needs. This will be evidenced through qualitative data (surveys, observations, pupil voice) and quantitative records (e.g. behaviour incidents).
To achieve and sustain improved attendance for all pupils, particularly our PP pupils.	Attendance and persistent absence at least in line with national averages for all children and the gap within school closing. Demonstrable improvement in attendance for individuals with persistent absence e.g. where there are specific health issues.

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: **£118.320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: People Recruitment, retention and development of excellent teachers, including subject specialists.</p>	<p>Quality of teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. EEF: High quality teaching</p>	<p>All</p>
<p>Quality First Teaching: Training Excellent CPD including QIE trust induction, INSET, trust-wide planning, central team and cross-school support. Varied forms of support with planning, subject knowledge, pedagogy, teaching, meeting needs, accurate assessment, working with parents/carers. Early career teacher support – programme that meets and exceed expectations for the first two years of teaching. Teaching support staff CPD and support – training and development opportunities to build subject knowledge, strategies and skills to support children in lessons and at playtimes, run interventions.</p>	<p>EEF: “Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.” EEF: Continuing Professional Development</p>	<p>All</p>
<p>Quality First Teaching: Curriculum Further development of our high quality curriculum incorporating a clear phonics programme; reciprocal reading; Maths No Problem; collaborative learning approach.</p>	<p>A well-sequenced, engaging and relevant curriculum offer will lead to greater success in learning for individuals, across classes and over time. EEF: Phonics; EEF: Mastery learning; EEF: Reading comprehension strategies</p>	<p>All</p>

	EEF: Collaborative learning approaches	
Subject and pedagogical expertise - developing the expertise of leaders, and in turn training teachers, to deliver the curriculum effectively and have secure and accurate subject knowledge	EEF: Phonics ; EEF: Mastery learning ; EEF: Reading comprehension strategies EEF: Collaborative learning approaches EEF: Continuing Professional Development EEF: High quality teaching	4
Assessment Formative assessment and feedback: training and support on effective strategies to ensure impactful assessment for learning Summative assessments – tracking systems, including Sonar Tracker, Phonics tracker (N – Y2 + mobile children in KS2), PiXL, and use of standardised testing Y1 – 6 to ensure accurate assessment of standards and identify strengths and areas to consolidate.	Providing high-quality feedback to pupils is integral to effective teaching. Formative assessment can improve students’ learning EEF: High quality feedback Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF: Standardised tests Assessing and Monitoring Pupil Progress	4
Monitoring and evaluation – PP children are a core group of focus during all activities e.g. in lesson observations, subject/school reviews internally and with external advisors, pupil progress reviews, book scrutiny, pupil voice panels, subject review days	High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	All

Targeted academic support

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessments – specific assessment tools bought, trained and used to identify specific need and support, e.g. Flash Academy, Phonics Tracker, SEND identification	By focusing on effective diagnostic classroom assessment, such as low-stakes retrieval quizzes, teachers can find the gaps in their pupils’ understanding. EEF: Diagnostic assessments	2, 3, 4, 7
Academic support during quality first education – training on adaptations to meet needs during lessons for teachers and support staff.	Quality of teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts	2, 3, 4

	Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	
Academic support interventions – training and programmes to support needs e.g. phonics groups, reading fluency/speed groups, multiplication groups, number bonds in KSI.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF: Teaching assistant interventions EEF: Small group tuition EEF~: One to one tuition	2, 3, 4
Social and Emotional support – intervention groups, therapy groups	EEF: Social and emotional learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	
Mobile pupil induction – effective systems on induction (and beyond if needed) to ensure accurate information from previous school and parents/carers. Early intervention put in place for PP children who require additional support. Buddy system set up and core assessments completed for all mobile pupils.	Evidence shows the importance of ensuring pupils start confidently in a new setting. Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition. Planning is key to address pastoral needs and academic support. EEF “A key success factor is whether a child makes a friend in the first month” – schools need to focus on ensuring pupils feel welcome (Visible Learning, John Hattie).	1, 6, 7

Wider strategies

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - embedding principles of good practice set out in the DfE’s advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5

<p>Behaviour management and behaviour for learning – whole school staff training, implementation of Zones of Regulation as core whole school strategy, reinforcement of school values and excellent learner traits, school behaviour policy and House System.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects EEF: Behaviour interventions EEF: Behaviour for learning EEF: Behaviour management</p>	<p>6, 7</p>
<p>Supporting social, emotional and mental health needs through quality first provision - through whole school strategies, specific learning in PSCHE, Parent Gym</p>	<p>EEF: Social and emotional learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	<p>7</p>
<p>Participation and inclusion in school life and activities – enabling pupils to access clubs, peripatetic lessons, instrument hire, uniform, reading books for home, stationery, IT devices for home, parallel play materials, trips and school journeys. Higher levels of uptake through increased communication with disadvantaged families to share what is on offer.</p>	<p>Approaches to supporting disadvantaged pupils - GOV.UK (www.gov.uk)</p>	<p>6</p>
<p>Engaging parents Parent workshops in early reading, reciprocal reading, maths, reading for pleasure, zones of regulation, parent Gym Higher levels of uptake through increased communication with disadvantaged families to share what is on offer.</p>	<p>Levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF: Working with Parents to Support Children's Learning</p>	<p>4, 6, 7</p>
<p>Contingency fund - for acute/emerging issues.</p>	<p>Based on our experiences and given the ongoing pandemic, we have identified a need to set a small amount of funding aside to respond quickly to emerging needs.</p>	<p>-</p>

Total budgeted cost: £198,320

Externally provided programmes

Programme	Provider
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Phonics tracker	https://www.phonicstracker.com/
Maths No Problem	https://mathsnoproblem.com/
Flash Academy	https://flashacademy.com/
Reading Eggs	https://readingeggs.co.uk
Bug Club	https://www.activelearnprimary.co.uk
Wordshark	https://www.onwordshark.com/findmyschool

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 2023 to 2024 academic year.

Information from summative and formative assessments show that all our children perform well, and above national averages in all areas by the end of Key Stage Two. Our pupil premium children make good progress by the end of Key Stage Two; in some cases this progress is better than their non-disadvantaged peers, closing the attainment gap.

Below is an assessment of how successfully our intended outcomes for disadvantaged children were met in the academic year 2023/24.

- **improvements in the curriculum and the quality of teaching and learning for all** – we continued to develop our curriculum, with research showing this will have the greatest impact on closing on closing the disadvantage attainment gap. We continued to develop our curriculum plans and teacher pedagogy, supported by the Q1E trust. We drew on support from subject leaders and directors to ensure delivery of plans allowed for the success of all learners across the curriculum, e.g. INSET training days for all staff in core subjects, specific training for support staff (e.g. phonics), middle leader training in how to conduct book looks and learning walks, SLT training.
- **accurately, timely and impactful support to meet children's individual needs** – we implemented a robust and forensic intervention programme, focussing on basic skills of phonics, number bonds, times tables and reading fluency. We trained support staff in effective delivery of these interventions and ensured pupil premium children were attending. Where children were not attending, we looked at, and are continuing to look at how we can increase engagement with these groups.
- **ensuring all children fully participate in school life and all of the experiences it offers** – we continue to offer free clubs for disadvantaged children and are making further efforts to increase engagement with this offer, for example we are communicating directly with PP families to raise awareness of what we offer in terms of free school clubs.

Further information

We do our best to maximise the impact of our pupil premium spending.

School Culture

We aim to provide a culture where:

- staff believe in ALL pupils
- there are “no excuses” made for underperformance
- staff adopt a solution-focused approach to overcoming barriers

Analysing Data

We:

- ensure all teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses
- analyse data regularly to support us in determining the strategies that will be most effective to improve pupil outcomes
- Hold regular pupil progress review meetings, where all disadvantaged children are discussed regardless of attainment level

Identifying Pupils

We ensure that:

- all teaching staff are involved in the analysis of data and identification of pupils
- staff know who their disadvantaged children are, and proactively work with them and their families to enable success.
- all pupil premium pupils benefit from the funding, not just those who are underperforming as underachievement at all levels is targeted (not just lower attaining pupils)

Quality First Teaching

We will continue to ensure that our teachers are supported effectively so that all pupils receive good or better teaching by

- providing high quality CPD
- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- sharing good practice within the school, trust and draw on external expertise
- improving assessment through joint levelling and moderation

Individual Support

There should be no stigma attached to being in an intervention. Everyone needs something, whatever that might be, and it is our job to provide WIT – Whatever it takes. We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each pupil and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- leaders delivering high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing workshops for parents – in small groups or 1:1
- Tailoring interventions to the needs of the pupil

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected regularly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff attend and contribute to pupil progress meetings each term and the identification of pupils is reviewed
- feedback is given to pupils and parents regularly
- interventions are reviewed regularly, and adapted or changed if they are not working
- Leaders are accountable for narrowing the attainment gaps of the PP pupils and their peers.