



Belmont Primary Pupil Premium Report

Background

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

Aims

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. This policy offers guidance to schools within Belmont Primary in securing the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

Eligibility and funding Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Identified Barrier to Academic Achievement

- Emotional and developmental challenges and difficulties;
- Limited support from home environment;
- Access to some basic language skills;
- Access to wider opportunities for example clubs, music, sporting activities;
- Punctuality leading to lateness in the morning

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged.

School overview

<u>Area</u>	<u>Data</u>
Pupils in receipt of PPG	40
Ever 6*	8
Pupil premium allocation this academic year	£81,525
Academic year or years covered by statement	2021-2022
Publish date	August 2021
Review date	December 2021
Statement authorised by	Chris Gibson
Pupil premium lead	Maisie MacSween
Governor lead	Sue Harrison

Disadvantaged KS2 Pupil Performance (achieving *expected standard* for last academic year when compared with national standard **)

Measure	School	National (all)
Reading	100%	73%
Writing	80%	78%
Maths	100%	79%

Disadvantaged KS2 Pupil Performance (achieving *expected standard* for last academic year when compared with local standard)**

Measure	School	Local (all)
Reading	100%	75.1%
Writing	80%	71.6%
Maths	100%	71.2%

Disadvantaged KS2 Pupil Performance (achieving *greater depth* for last academic year when compared with national standard **)

Measure	School	National (all)
Reading	60%	27%
Writing	20%	20%
Maths	60%	27%

Disadvantaged KS2 Pupil Performance (achieving *greater depth* for last academic year when compared with local standard **)

Measure	School	Local (all)
Reading	60%	28.4%
Writing	20%	15.5%
Maths	60%	18%

Disadvantaged KS1 Pupil Performance (achieving expected standard or greater depth for last academic year when compared with national standard **)

Measure	School	National (all)
Reading	63.6%	75%
Writing	27.3%	69%
Maths	72.7%	76%

Disadvantaged KS1 Pupil Performance (achieving *expected standard or greater depth* for last academic year when compared with local standard **)

Measure	School	Local (all)
Reading	63.6%	65.1%
Writing	27.3%	55.3%
Maths	72.7%	65.5%

Disadvantaged Year Four Pupil Performance Multiplication Table Check (MTC) average score compared to all pupils average score

Measure	Disadvantaged	All
MTC	19.2 / 25	14.7 / 25

Disadvantaged Pupil Performance (achieving expected standard for Phonics Screening when compared to non- disadvantaged pupils in school)

Measure	Disadvantage	All
Phonics Screening	80%	77%

How we intend to utilise the Pupil Premium funding for disadvantaged children in 2021/2022.

Focus Area	Activity
Attendance, lateness & parental support	Access to free breakfast for all those pupils who need one in order to support school readiness
Projected Spending	£2,500
Promotion of equal social understanding.	Meeting 50% of costs towards school visits including residential.
Extra-curricular activities to develop life skills and develop topic/activity specific vocabulary	Meeting 50% costs of school trips and school clubs
Projected Spending	£6,000
Specialist Staffing	Forest schools and outdoors specialist training providers to 'fill in gaps' of life skills and topic specific vocabulary.
	Part time teacher to teach music to year groups who are not being taught by TVMS
Projected Spending	£8,500
Reading, writing and maths	Part time teacher to support with mathematics in KS2 (pre-teach)
	Staffing costs to employ two teaching assistants
	Beaststalk Readers to work specifically with PPG children who are known not to engage in much reading out of school
	Implementation of writing intervention across school to close attainment gap (more specifically after Covid-19 pandemic). Topic specific vocabulary to be targeted, as well as more sophisticated word choices.

	Reading intervention KS1 to support/smooth transition for using Reading Plus in KS2 Topics specific vocabulary to be targeted and building a deeper breath of vocabulary.
Projected Spending	£45,800
Social, personal and emotional	Counsellors employed by school
	Thrive annual subscription
Projected Spending	£11,700
Funding not allocated will be once further research has been analysed	
<u>Monitoring</u> Evidence based research Regular analysis of data/ attendance/lateness Lesson observation analysis /children's work analysis Placed in agenda at staff meetings (staff feedback)	

Action Plan

Focus Area	Action
Breakfast Club	<ul style="list-style-type: none"> • Lateness and absence to be placed on key stage meeting agenda. These parents/carers to then be informed about breakfast club and funding if eligible.
Extra curriculum activities and trips	<ul style="list-style-type: none"> • Key stage leads to check trips have been booked for all year groups and how they link to promoting an engaging curriculum • Social calendar to be created in school with a focus on development of life experiences. Fundraising to supplement PPG fund.
Specialist staffing	<ul style="list-style-type: none"> • Organise external specialist to come into school. These experiences can then be used as stimulus for children's writing. • Parents to be contacted who may have specific skills, helping to promote parental engagement.
Reading, Writing and maths	<ul style="list-style-type: none"> • PPG lead, SENCO and literacy lead to use evidence based research to find and pilot a writing intervention scheme into school • PPG lead, SENCO and literacy lead to use evidence based research to find and pilot a reading intervention for KKS1 into school

	<ul style="list-style-type: none"> Promote parental engagement through more parent readers coming into school regularly.
Social, personal and emotional	<ul style="list-style-type: none"> SENCO to check thrive is being used in school and to create a Thrive timetable for both KS1 and KS2 children, without taking support away from allocated year group of TA.

*Ever 6 children are children who have been in receipt of the Pupil Premium Grant but are no longer in receipt of a free school meal.

**National tests cancelled due to Covid-19 pandemic. Assessments undertaken in school under test conditions.