



Belmont Primary Pupil Premium Report 2025 2026

Background

Evidence suggests 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

School overview

<u>Area</u>	<u>Data</u>
Pupils in receipt of PPG	38
Pupil premium allocation this academic year	£86,070
Academic year or years covered by statement	2025 - 2026 (Revised and updated September 2025)
Publish date	September 2025
Review date	April 2026 (in line with new funding year)
Statement authorised by	Chris Gibson
Pupil premium lead	Chris Gibson
Governor lead	

IMPACT OF 2024 2025 STRATEGY

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

MEASURE	SCHOOL (DISADVANTAGED)	SCHOOL (OTHER)	NATIONAL (ALL PUPILS)	NATIONAL (DISADVANTAGED)
GPS	64%	67%	73%	60%
READING	82%	77%	75%	63%
MATHS	91%	88%	74%	61%
WRITING	46%	65%	72%	59%

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

MEASURE	SCHOOL (DISADVANTAGED)	SCHOOL (OTHER)	LOCAL (DISADVANTAGED)	LOCAL (OTHER)
GPS	64%	68%	64%	82%
READING	82%	76%	67%	83%
MATHS	91%	87%	67%	84%
WRITING	46%	65%	65%	83%

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

MEASURE	SCHOOL (DISADVANTAGED)	SCHOOL (OTHER)	NATIONAL (DISADVANTAGED)	NATIONAL (ALL PUPILS)
GPS	9%	27%	19%	32%
READING	46%	54%	21%	28%
MATHS	18%	35%	15%	24%
WRITING	9%	14%	7%	13%

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

MEASURE	SCHOOL (DISADVANTAGED)	SCHOOL (OTHER))	LOCAL (DISADVANTAGED)	LOCAL (OTHER)
GPS	9%	27%	19%	35%
READING	46%	54%	23%	38%
MATHS	18%	35%	16%	31%
WRITING	9%	14%	9%	19%

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

Measure	DISADVANTAGED AVERAGE SCORE	'OTHER' AVERAGE SCORE	DISADVANTAGED FULL MARKS	'OTHER' FULL MARKS
MTC	21	21	25%	24%

Disadvantaged Pupil Performance (achieving expected standard for Phonics Screening when compared to all pupils)

Measure	DISADVANTAGED	OTHER
Phonics Screening	N/A FOR 2025	89%

Disadvantaged Children Accessing Extra Curricular Activities

As of September 2025, 28 out of 38 disadvantaged children attend an extra-curricular activity in school representing 74% of that population.

How we intend to utilise the Pupil Premium funding for disadvantaged children in 2025 2026

Focus Area	Activity	Evidence to support
Attendance, lateness & parental support	Access to free breakfast for all those pupils who need one in order to support school readiness SLA with Independent AWO	EEF Toolkit – Social and emotional learning.’ – (+ 4 months) EEF Toolkit – ‘Parental Engagement.’ (+4 months)
Projected Spending £12,000		
Promotion of equal social understanding. Extra-curricular activities to develop life skills and develop topic/activity specific vocabulary	Contribution towards school visits including residential.	EEF Toolkit - ‘Outdoor Adventure Learning’ - Moderate impact, for moderate cost (+4 months)
	Contribution to costs of school trips and ‘fee paying’ school clubs	EEF Toolkit - ‘Outdoor Adventure Learning’ - Moderate impact, for moderate cost (+4 months)
Projected Spending £15,000		
High quality teaching / additional support staff	Employment for HLTA and additional Level Three TA (further subsidised by SEND funding) Staffing costs to employ one teaching assistant	EEF Toolkit – ‘small group tuition.’ (+ 4 months) EEF Toolkit – ‘Teaching assistant interventions.’ (+ 4 months)
Projected Spending £39000		
Reading, writing and maths	Continued investment to support writing resources Topic specific vocabulary to be targeted, as well as more sophisticated word choices due to restricted life experiences.	EEF Toolkit - ‘Individualised Instruction’ - Moderate impact, for moderate cost (+4 months)
	Ongoing resourcing for the ‘Little Wandle’ phonics scheme.	EEF Toolkit – Oral language interventions. Very high impact-very low cost (+6 months) Phonics (+ 5 months)
	Volunteer Readers to work specifically with PPG children who are known not to engage in much reading out of school	EEF Toolkit- ‘Very high impact for very low cost.’ (+6 months)
Projected Spending £8,000		
Social, personal and emotional.	Thrive annual subscription and training	EEF Toolkit – ‘Meta Cognition and Self-regulation.’ (+7 months) EEF Toolkit – Social and emotional learning.’ – (+ 4 months)
Projected Spending £12,000		

Monitoring

Evidence based research (EEF to be referred to)

Regular analysis of data/ attendance/lateness

Lesson observation analysis /children's work analysis

Placed in agenda at staff meetings and at SLT 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.• Continue to identify and support children eligible for the funding, especially those whose parents / carers have difficulty in getting their child/ren into school in time.
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 (MTPs to be used to inform).• 2025 / 2026 calendar to be created in school with a focus on development of life experiences where appropriate and practicable. Fundraising to supplement PPG fund.
Reading, Writing and maths	<ul style="list-style-type: none">• Literacy leads to roll out a school-wide writing intervention scheme into school• Continued and ongoing investment into Little Wandle scheme• Investment in library books and annual licensing for Reading Plus
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. Additional practitioners in school to be trained.• 'The Nest' will also be a support for children who may require this resource which may not be exclusively for the use of children with SEND, especially during lunchtimes.• Continue working with 'Inside Out' counselling support