

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	Belmont Academy
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lucy Childs Head Teacher
Pupil premium lead	Kate Law Assistant Head Teacher
Governor / Trustee lead	Rita Sugden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,255
Recovery premium funding allocation this academic year	£12,503
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	£111,758

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils, regardless of their starting point and any challenges they may face, make good progress and attain to a high standard across all areas of the curriculum. We aim to ensure that pupils leave Belmont ready for the next stage of their learning.

Our Pupil Premium strategy aims to support our most disadvantaged and vulnerable pupils and ensure that they make equally good progress and attainment as our non-disadvantaged pupils. At Belmont we give much consideration to the possible barriers faced by our most vulnerable pupils who may be under Social Care, have a SEND or socio-economic circumstances that place them at a disadvantage to their peers.

Our intention and the activities set out in our strategy are intended to support the needs of and be beneficial to the learning of all of our pupils including our disadvantaged and vulnerable pupils.

Drawing on research notably the Education Endowment Fund, we recognise that quality first teaching is integral to the progress and attainment of all pupils regardless of their status and is instrumental in closing the attainment gap and securing good progress. Effective classroom practice is of course most beneficial to our disadvantaged and most vulnerable pupils.

Sustaining high outcomes and attainment for all pupils is our fundamental aim.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, teacher observation and knowledge of pupils and feedback from our parents. The approaches we have adopted complement each other to help pupils excel and fulfil their academic potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set through our ethos of 'challenge for all'
- act early to intervene at the point need is identified through referral to our Inclusion Lead and other agencies and intervention programme
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- strengthen our pastoral provision to support pupils' social and emotional development and wellbeing which we know is fundamental to pupil achievement.
- monitor and implement strategies to support the attendance of all pupils to ensure that persistent absence is addressed and minimised.

Challenges

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

Challenge number	Detail of challenge									
1	Data for our disadvantaged pupils indicates that in some year groups, they perform significantly below their non-disadvantaged peers in Writing with some year groups also showing a similar profile in reading. On average, only 59.8% of disadvantaged pupils in Years 1 to 6 reach the expected standard in writing, with 61.4% of disadvantaged pupils attaining the expected standard in Reading.									
2	Observations and assessments suggest that the proficiency and fluency of our disadvantaged pupils is improving and the gap is narrowing between disadvantaged versus non-disadvantaged; this is reflected in the reading progress of pupils and attainment data.									
3	<p>Our Reception baseline data shows that disadvantaged pupils are starting school without the expected levels of speech, language and communication skills including vocabulary and oral skills. Data shows that only 33% of disadvantaged Reception pupils are on track to reach the expected standard in the Literacy ELG compared to 83% in Maths.</p> <p>2022-2023 Baseline:</p> <table border="1"> <thead> <tr> <th></th> <th>Non-PP (48)</th> <th>PP (10)</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention, Understanding</td> <td>60.4</td> <td>30%</td> </tr> <tr> <td>Speaking</td> <td>68.8</td> <td>50%</td> </tr> </tbody> </table>		Non-PP (48)	PP (10)	Listening, Attention, Understanding	60.4	30%	Speaking	68.8	50%
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4	Of our disadvantaged pupils, 35% have an additional SEND barrier which classifies them as our most vulnerable pupils placing additional challenges to their progress and attainment.									

5	The attendance of disadvantaged pupils is poorer than that of non-disadvantaged with 91.9% attendance rate for 2022/23 for disadvantaged compared to 94.9% for non-disadvantaged. It does however show an improvement year-on-year. In addition, disadvantaged pupils have lower levels of persistent absenteeism than their non-disadvantaged peers 5.5% vs 15.8%).
6	Through observations and discussions with pupils and families, the wider enriching experiences of our disadvantaged pupils are limited which narrows their cultural understanding and development. Whilst we offer an extensive package of enrichment activities both within the school day and as part of our wrap-around offer, the uptake of disadvantaged pupils is far less than non-disadvantaged pupils.

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
Improved writing attainment for all pupils with positive progress for our disadvantaged pupils.	<p>Assessment and data show that attainment of all pupils including disadvantaged pupils has improved with a greater percentage reaching the expected standard in Writing. This upward trajectory continues to grow over the next three years (2022 – 2025).</p> <p>A triangulation of evidence including pupil voice, workbook reviews and learning walks indicate higher quality writing outcomes for pupils including disadvantaged supporting assessment judgements.</p>
Improved reading attainment for disadvantaged pupils including the development of pupils' vocabulary and communication skills.	<p>KS2 reading outcomes in 2022/2023 showed an upward trend year on year culminating in 20% more disadvantaged pupils reaching the expected standard. For 2023/24, a smaller proportion of disadvantaged pupils attained the expected in Reading this can be attributed to wider barriers to learning to include SEND, socio-economic deprivation, Social Care involvement for 57% of the disadvantaged pupils.</p> <p>On-going assessment and data complemented by learning walks, observations, work book reviews and pupil voice continue to drive forward improvement in the attainment and progress of all pupils including disadvantaged pupils demonstrating richer vocabulary and</p>

	enhanced communication skills. Daily reading opportunities, the development of a language rich culture support in this area.
Effective speech and language and communication interventions within the Early Years have a measurable impact on pupils' language and oral skills.	<p>When compared to Reception baseline data, at least 79% of disadvantaged pupils attain the expected standard in Literacy when measured from their starting point.</p> <p>The overall percentage of pupils attaining the expected standard in Literacy is comparable to Maths demonstrating the effectiveness of the EY curriculum and speech, language and communication interventions.</p>
To achieve and sustain improved attendance for all pupils particularly the most disadvantaged.	<p>Sustained high attendance for all pupils evidenced by:</p> <ul style="list-style-type: none"> - The overall attendance rate of all pupils being in line with the national average including our disadvantaged pupils. - The current trend of absence for disadvantaged pupils in KS2 narrows when compared to non-disadvantage absence.
To secure a wide range of opportunities for pupils to participate in enriching activities to enhance learning experiences including trips, visits, residential and workshops.	By 2024/25, a high proportion of our disadvantaged pupils will participate in subsidised or free enrichment activities including after school clubs, residential trips and curriculum visits and workshops. This is evidenced through pupil uptake, parent and pupil voice and stakeholder surveys.

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: £56,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in the purchase of quality texts to support effective reading during taught lessons, independent reading time and a promotion of reading for pleasure. These will include books appropriate and suitable for pupils with SEND in KS2.</p>	<p>The use of high quality texts across the curriculum supports the promotion and development of rich vocabulary, a love and engagement in reading and a significant impact on academic progress across all areas of the curriculum.</p> <p>Pupils who have a SEND including those with Dyslexia have a greater engagement in reading if they are able to access high content low level reading texts.</p> <p>CLPE, NFER.</p>	<p>1, 2, 3, 4</p>
<p>Source and schedule writing CPD where appropriate to include Talk for Writing for EY/KS1 teaching staff to develop teaching subject knowledge and pedagogy to secure effective writing outcomes.</p> <p>Trial Place Value of Grammar in Year 4 to impact on the quality of writing outcomes.</p> <p>Research effective pedagogical approaches for early writing.</p>	<p>High quality effective teaching of writing including classroom discussion, spoken and oral communication alongside shared and modelled writing and the development of the skills of writing impacts on pupils attainment and achievement.</p> <p>Strong subject leadership is key to monitoring effectiveness through workbook reviews and observations as well as supporting teaching staff with effective planning and delivery.</p> <p>Implementation of research project to reviews pedagogical strengths and areas for improvement in Writing led by English Lead.</p> <p>CLPE, Education Endowment Fund, Education Development Trust, Talk for Writing, Craft of Writing.</p>	<p>1, 3, 4</p>

<p>Frequent assessment of Little Wandle to identify pupils gaps in knowledge to ensure that catch up programmes, Wave 2 interventions are current and effective in ensuring pupils do not fall behind.</p> <p>Frequent assessment will be used as part of daily teaching practice to ensure that targeted intervention is delivered in a bid to reduce gaps in knowledge forming. Trained Teaching assistants will be deployed effectively to deliver these interventions</p>	<p>Phonics has a strong evidence base that indicates significant impact on word reading accuracy particularly for disadvantaged pupils.</p> <p>DfE, Education Endowment Fund, Reading framework 2023.</p>	<p>1,2, 3, 4</p>
<p>Attendance to PiXL training and workshops to enhance its use within school to secure its effective use to support assessment.</p> <p>PiXL assessments are utilised and used to support teacher judgement and knowledge of class profile in terms of attainment. Resources and targeted interventions are explored and used to bridge gaps in knowledge.</p>	<p>Standardised PiXL assessments support teacher assessment and provide a clear overview of pupil strengths and weaknesses that impact on high quality teaching and instruction and targeted intervention.</p> <p>This is supported by research undertaken by the Education Endowment Fund.</p>	<p>1, 2, 4</p>
<p>Source and schedule CPD for foundation subjects specifically humanities and Science to develop teaching subject knowledge and pedagogy to secure effective teaching and a broad and engaging curriculum.</p>	<p>The fundamentals of a rich and broad curriculum are rooted in the effective delivery of all subject areas and the opportunity for pupils to embed knowledge and skills across the curriculum.</p> <p>Pedagogical approaches are creative and planned to ensure high pupil engagement impacting positively on learning over time.</p> <p>Opportunities for pupils to embed new concepts, subject specific vocabulary and</p>	<p>1, 2, 3, 4</p>

<p>Ensure pupils are demonstrating embedded learning over time and are able to know more and remember more.</p>	<p>undertake learning through practical experiences are key.</p> <p>Developing teacher knowledge and expertise will support the delivery of an engaging curriculum.</p> <p>Release time for subject leads to enable them to devise a clear action plan to include CPD and collaborative working parties.</p> <p>Ofsted History, Geography and Science review – DfE,</p>	
<p>Development of a speech and language intervention namely BLAST and Talk Boost within the EY's to target low speech, language and communication start points for pupils.</p> <p>The tools will also be used as a form of assessment for onward referrals to speech and language.</p>	<p>From baseline and start point, data supports the impact of such interventions in improving pupil speech and language and communication skills and this impacts on their wider levels of development across the ELG's.</p> <p>Communication and Language Approaches - Education Endowment Fund</p> <p>EYFS Framework September 2023</p>	<p>2, 3</p>

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

Budgeted cost: £28,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement targeted interventions to support both disadvantaged and non-disadvantaged pupils with SEND and recognised learning needs.</p>	<p>Specialised targeted interventions including NESSIE, Jump Ahead, Lego Therapy, Zones of Regulation and TalkBoost have an impact on the behaviour for learning, speech, language and communication development and social skills of pupils including those with speech and language delay, ASD,</p>	<p>4</p>

	ADHD and dyslexia enhancing learning progress and attainment.	
Purchase subscription to Story time magazine to encourage reading through quality texts at home for disadvantaged pupils. Access to quality text to encourage home reading through school library bus, top ten texts, local library visits and engaging reading areas across school.	Research suggests that 1 in 8 disadvantaged pupils do not have access to quality texts at home. Reading and rich vocabulary are shown to have a significant impact across all areas of the curriculum and enhance the attainment and progress of pupils including those who are disadvantaged. Nuffield Foundation, Sutton Trust, Literacy Trust, EEF.	1, 2
Additional targeted reading intervention and phonic sessions targeted at pupils including disadvantaged who have identified as requiring further support on top of quality first teaching.	Additional purposeful reading interventions including 1:1 reading to support fluency have a strong impact on all pupils particularly those from disadvantaged backgrounds. In addition, quality, small group targeted phonics delivered regularly and in addition to daily synthetic phonics teaching, has an impact on overall progress. EEF, Phonics Toolkit, Reading Framework 2023.	2, 3, 4

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

Budgeted cost: £22,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trained pastoral staff including the school counsellor for interventions such as Drawing and Talking, Social skills groups,	There is a vast array of evidence and research that supports the importance of developing social and emotional skills and the impact that this has on improved academic performance and outcomes.	4, 5

<p>bereavement support and social and emotional needs including anxiety and trauma.</p>	<p>Pupils who feel well supported and listened to forge stronger, more effective relationships with peers and demonstrate higher standards of attitudes and behaviour.</p> <p>The significant challenges of the pandemic including bereavement and trauma, lack of peer on peer social interaction must be identified and addressed to support achievement.</p> <p>EEF Social and Emotional Learning, NAHT & PHE: The link between pupil health and wellbeing and attainment</p>	
<p>Subsidised enrichment opportunities for disadvantaged pupils including music lessons, attendance to breakfast and after school clubs, residential visits and educational trips and workshops to include half term clubs.</p>	<p>Providing enrichment activities to disadvantaged pupils enhances their overall learning progress and supports socio-emotional development.</p> <p>Access to additional activities such as music tuition, performing arts lessons and French club presents pupils with opportunities that will optimise their own aspirations and future goals.</p>	6
<p>Monitoring the attendance of our disadvantaged pupils. Where concerns arise, signpost to supportive agencies e.g. Family Wellbeing and continue to forge positive partnerships with parents to impact on overall attendance.</p>	<p>Evidence suggests that building a calm, orderly and safe environment supports pupils attendance.</p> <p>Pupils are often faced with multiple barriers which hinder them attending school regularly. Parent partnerships, an effective pastoral support and effective resources are essential to improve attendance.</p> <p>The Working Together to Improve School Attendance Guidance 2022</p>	4, 5
<p>Contingency fund for issues not yet identified.</p>	<p>Based on previous experiences, a small amount has been set aside to respond to any needs that have not yet been identified.</p>	ALL

Total budgeted cost: £107,869

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 2023 academic year.

Our strategy this year has a heavy focus on improving outcomes for all pupils including our most vulnerable and disadvantaged, in reading and writing. We will be fully utilising the funds allocated to us from Pupil Premium funding which for us, has seen an increase. How this money will be spent is set out above and includes a balance of resources, quality first teaching, intervention and pastoral development and support.

In response to our attendance, overall for the academic year 2022/23 our attendance was above national at 94.9% which is incredibly positive considering the challenges faced by our families. However, the attendance of our most vulnerable and disadvantaged pupils was 91.9% which is below the expected benchmark and below non-disadvantaged pupils who had 95.7% attendance. This is the reason we are including attendance in our strategy for 2023/25. . Our commitment to good attendance and prompt arrival for pupils raised as a concern is reflected in our 2023/25 strategy.

An Ofsted inspection in July 2023 supported our judgement that teaching across the school is of high quality and is effective in ensuring pupils receive a good quality education. We are confident that our curriculum meets the needs of our learners and prepares pupils for the next stage of learning. However, there is scope for continuous improvement and development to secure learning overtime particularly in our non-core subject areas. Our commitment to developing pedagogical practices and our curriculum to impact on all learners is reflected within our intentions for the coming years.

Our KS2 statutory outcomes remained above national for 2022/23 and showed a continued upward trajectory in all areas when compared to 2021/22. 70% of pupils attained the EXS in Reading, Writing and Maths in 2023 compared to 63% in 2022 with an increase of 5% in terms of GDS. However, our most disadvantaged pupils underperformed when compared to their non-disadvantaged peers with only 29% reaching the EXS across all areas. Whilst it must be noted that of this group 5 pupils have an additional barrier to learning, it remains our aspiration to narrow the gap and this is reflected in our intentions for 2023/24 and 2024/25.

Finally, Belmont remains committed to supporting pupils and families with social, emotional and mental health concerns and this is reflected in the continuous development of our pastoral team and intervention programme. Our strategy going forward remains focussed on developing pupils' social, emotional mental health and positive wellbeing. Our strategy last year dedicated set funds towards this and the money was used to offer 1:1 counselling for pupils raised by staff or parents as requiring this support which included Drawing and Talking, bereavement and emotional support. In addition, our investment in subsidising enrichment activities to ensure complete inclusion for all pupils to enhance wellbeing and achievement will continue.