

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Belle-Vue Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	13/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	J Marshall
Pupil premium lead	C Mulligan
Governor / Trustee lead	J Foxall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67 000.50
Recovery premium funding allocation this academic year	£ 3 407.50
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	£70 407.50

Part A: Pupil premium strategy plan

Statement of intent

At Belle Vue Primary School we have high expectations for all pupils in our school, and believe that every child can fulfil their individual potential, both academically and socially. We focus on providing good quality first teaching; engaging effectively with the school community and providing approaches that allow us to meet the individual needs of our pupils. We aim to achieve this by providing an appropriate level of challenge whilst also ensuring we offer and provide any needed support to allow children to overcome barriers to learning. Our curriculum is engaging, varied and knowledge-rich, equipping our pupils with the knowledge, skills and understanding to be positive, contributing, members of our global society.

Our strategies will target the individualised needs of our children in receipt of pupil premium and/or catch-up funding, with the main aim being that these children will do as well as their peers with similar starting points, who are not eligible for the pupil premium. Some interventions, strategies and school initiatives have been made possible by allocating the pupil premium and/or catch-up funding. These are not restricted to only supporting pupils eligible for the pupil premium funding.

Our pupil premium strategy plan will work towards providing children with the educational support and emotional wellbeing and mental health support required to accelerate their learning and allow to progress and achieve in line with their peers who are not in receipt of the funding. Analysis of assessment data and discussions at pupil progress meetings, will allow both teaching staff and senior leaders to ensure that we can tailor any support required to meet the individual needs of our pupils who are eligible for the funding. We also aim to provide wider, extra-curricular experiences and opportunities, such as after-school clubs, that they otherwise might not have access to.

Challenges

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

Challenge number	Detail of challenge
1	Progress in Maths and English. Data shows that many of our pupil premium children are achieving below the expected standard in Maths and English. COVID has further impacted on their progress.
2	Level of support from home. From talking to staff and support staff about the barriers to learning that the disadvantaged pupils have, the

	level of support from home is notably lower for our disadvantaged pupils.
3	Well-being. Our disadvantaged children were impacted by the partial closures to a greater extent than our other pupils. They had limited access to home learning and digital technology. This has also resulted in gaps in knowledge and some evidence of negative behaviour, as children struggle to adjust back to learning in the classroom and mixing with their peers.
4	Attendance. Our school attendance target is 98%. Attendance data identifies that the attendance of our pupil premium pupils is, overall, significantly lower than this target. Absence as we know contributes negatively to the progress of pupils and further adds to the gaps in knowledge they have.

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
To improve and maintain good progress and attainment in reading, writing and maths for pupils in receipt of pupil premium funding	<ul style="list-style-type: none"> Quality first teaching is a high priority to those pupils in receipt of pupil premium funding. This should improve the progress of these pupils to at least expected. Analysis of data by senior leaders and staff and regular discussions about our pupil premium pupils will allow support to be targeted to address their individual needs.
To support the parents/families of all our pupils, particularly our disadvantaged pupils so they can provide support with learning at home	<ul style="list-style-type: none"> Parents will feel comfortable and confident to approach school staff for support/guidance with learning at home, through engagement with our FLO Pupils will engage/complete any learning tasks set for completion at home
To sustain high attendance for all pupils, particularly our pupils in receipt of pupil premium funding	<ul style="list-style-type: none"> Information about the importance of attendance to be regularly shared with our parents. Calls home for pupils who are absent will continue Increase in number of pupils achieving our school attendance target of 96% in the next 3 years, with a focus on our disadvantaged pupils.

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils – this will be supported through CPD at staff meetings and additional subject leader training</p> <p>Releasing middle leaders to develop CPD</p>	<p>Tiered approach with quality first teaching as our top priority. Ensuring that staff receive quality CPD to offer targeted support and deliver effective teaching.</p> <p><u>Impact of high-quality teaching EEF</u></p> <p><u>Effective Professional Development</u></p>	1,2,3
<p>Engagement in CPD MITA review/ training for all support staff.</p>	<p>There is strong evidence that suggests with the correct scaffolding pupils' independence and resilience can be developed – impacting upon them as successful learners.</p> <p><u>Maximising the impact of teaching assistants</u></p>	1, 2, 3
<p>Recruitment of FLO</p>	<p>Supporting families enabling them to access curriculum.</p> <p><u>Working with Parents to support Children's Learning</u></p>	2,3,4,
<p>Train staff in TIS and embed the approach into the school's behaviour management policy</p>	<p>Good SEL is especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills than their peers.</p> <p><u>Improving Social and Emotional Learning in Primary Schools</u></p>	1,2,3,4

Spelling Book (Training Space)	Adopting a new whole-school approach to ensure consistency and children are taught the necessary skills to help them learn spelling patterns and tools for independent learning. <u>Improving Literacy in KS1 EEF</u> <u>Improving Literacy in KS2 EEF</u>	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4607.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted catch-up session	Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1;1 and as small group interventions. This needs to be reviewed and adapted regularly. <u>Small group tuition EEF</u> <u>One to one tuition EEF</u>	1,3
High focus on reading across school with increased reading intervention sessions delivered in KS1 as part of our school impact of interventions cycle and reading CPD. <i>(FFT Intervention-Lightning Squad)</i>	Building reading skills and understanding comprehension are fundamental to developing successful readers. As a school reading is high priority on our sip <u>Improving Literacy in KS1 EEF</u> <u>Effectiveness of building reading skills EEF</u>	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 53,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of 1:1 support, intervention groups and in class support for those pupils whose learning has been most impacted by the pandemic. These pupils will include our disadvantaged pupils.</p> <p>Enable the SENCo to be completely non-classed based</p>	<p>Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1;1 and as small group interventions. This needs to be reviewed and adapted regularly.</p> <p><u>Small group tuition EEF</u> <u>One to one tuition EEF</u></p> <p><u>Special Educational Needs in mainstream schools EEF</u></p>	1,3
<p>Trips and visits We will part fund school visits, trips, residential trips.</p> <p>Forest School sessions to support confidence, independence and well-being.</p> <p>Uniform to enable pupils to access the new school uniform</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.</p> <p><u>The positive impact of enrichment activities EEF toolkit arts participation</u></p>	1, 2, 3, 4
<p>Engaging with parents about the importance of attendance and the effects that not being school can have on progress.</p>	<p>Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils. pupils.</p>	2,4

	<p><u>Support resources for schools and parents EEF</u> <u>Working with Parents to support Children's Learning</u></p>	
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Total budgeted cost: £ 70 407.50

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 2020 to 2021 academic year.

There was no external assessment data for 2020-21 due to Covid-19.

Monitoring schedule was adhered to as much as possible, although disruptions and partial closures due to pandemic, meant not all monitoring activities took place.

Internal data shows that attainment and progress of pupils, especially our pupil premium pupils, was not as expected and the majority of our pupil premium pupils were not reaching age-related expected standards in the end of year assessments.

Year groups followed the DfE/NCETM 'Ready-to-progress' to address gaps in Maths Knowledge.

As expected, well-being, mental health and resilience had been impacted upon as a result of covid-19. Introduction of a new behaviour policy to help develop a calm, consistent and positive approach to behaviour.

Staffing adapted to provide support, on a 1:1 basis or small group basis, to pupils, including our disadvantaged children, who require additional social and emotional support.

