



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	Bellingham Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Wendy Goddard, Headteacher/Pupil Premium lead
Governor lead	Simon Mobberley/ Chair/ lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465 (Nov 2022)
Recovery premium funding allocation this academic year	£1,136 (Nov 2022)
Total budget for this academic year	£13,601

Part A: Pupil premium strategy plan

At Bellingham Primary School it is our intention to provide an exciting and inspirational learning environment for all pupils enabling everyone to be their best, regardless of ability or background. Through the use of the pupil premium grant and recovery premium funding we aim to accelerate progress and raise attainment for disadvantaged children and their peers. We prioritise inclusive, quality first teaching and learning for all as our core provision with high quality intervention to support this. A key principle is to ensure well-being and readiness to learn in order to narrow learning gaps. We recognise that good mental health is the foundation of all achievement in school. An important contributing factor to the raising of attainment and progress rates lies within removing social, emotional and environmental barriers to learning.

We consider all our vulnerable learners, including those with social care involvement and more challenging home circumstances. We have a broad programme of interventions that target pupils to enable them to make the progress they are capable of.

Our Priorities:

- Ensuring all pupils receive Quality First teaching in each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Ensuring financial barriers do not prevent any disadvantaged pupils experiencing enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments in reading and maths show lower attainment is a challenge with this group of children when compared to non-disadvantaged pupils.

2	Through observations and pupil reviews with staff it is apparent that there are significant gaps in key knowledge from previous learning particularly in phonics and number skills. Our challenge is to ensure that the correct support is given allowing these children to make quick progress and maintain this alongside their peers.
3	Attendance in school is a challenge for some of the children in this group. We need to identify any problems and ensure that these children do not miss out on school experiences.
4	Social and emotional factors relating to mental health and development of age appropriate interaction – behaviours and a readiness to learn. Some families may have social care involvement to support in this.
5	We are aware from observations and discussions with families that cultural capital is a challenge to some pupils and may impact on behaviour and wellbeing. With this in mind we aim to develop our wider curriculum.

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 narrow the attainment gap between disadvantaged and non-disadvantaged children.	Majority of PP pupils reaching expected standard (or above) in line with non-disadvantaged.
Improved attainment in reading, writing and maths among disadvantaged pupils.	Good – or better progress for all PP pupils.
To improve the wellbeing and behaviour of PP children.	Improved and sustained attendance of pupils in school. Behaviour support plans not needed and less low-level disruption evident in classes. Good relationships with all PP families.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. PP pupils represented proportionally at whole school events and activities.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Power of Reading (CLPE)</p> <p>Increased progress for all pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>		1, 2
<p>Additional purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>RWI resources to support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for teaching and support staff.(including Teaching for Mastery and First Class at Number training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	4,5

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant interventions to support: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,4
Support for families with educational visits and enrichment opportunities so that all pupils have equal access.	Public Health England have published research demonstrating that positive well being is more likely to result in higher attainment.	1,5

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	
Individual support to nurture pupils with high needs linked to coping and/or anxieties.	Some pupils need 'time out' space to reflect or re-regulate before joining in with whole class/school activities.	1,4

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 2022 academic year.

Highly effective small group tuition in place throughout school.

Highly skilled teachers and support staff deliver specific teaching to close gaps and extend learning for more able.

Personalised home learning intervention packages and 1:1 virtual support during school closures including telephone class and Google meets. Resources delivered to disadvantaged families during school closure to support home learning (printers, inks, paper)

High quality small group phonics in place across EYFS and in KS1. Chrome books provided with supporting apps to enhance provision across the curriculum.

Partnership moderation and sharing of excellent marking/feedback practise. Positive Impacts: • Progress of PP children in reading/writing in line with non PP in years 1-4.

(Pupil Progress Meeting records). • Pupil premium children made personal optimal progress based on overcoming barriers where possible. • Increased EYFS attainment in Personal and Social. • Increased motivation and a positive impact on pupil self-esteem through successful handwriting.

Intervention and close working with wide range of outside professionals – e.g. School Health, Primary Mental Health, Early Help Team, CYPS, NCC SEND, SALT, NHS paediatricians, Social Care.

(SMHL) Positive Impacts: • highly motivated skilled staff enabling children to access each day with success and overcome barriers to learning which enabled optimum personal Pupil Premium progress.

- Pupils positive about school and accessing whole school and personalised provision leading to readiness to learn and positive rates of progress.

- Well informed support plans and in school strategies have led to Pupil premium children achieving both personal and academic targets. Access to swimming, school

sports clubs, music specialist tutoring subsidised for PP children to enable barriers to enhancement opportunities to be removed.

Positive Impacts: • Raised self-esteem and positive impact on pupil mental health.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#) (September 2021). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Increased staff awareness of mental health.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.