

Pupil premium strategy statement – Bellingham Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	10 (14%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025 October 2026
Statement authorised by	Mrs Catriona Powell
Pupil premium lead	Mrs Catriona Powell
Governor / Trustee lead	Mr Anthony Kirkbride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13095

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through interventions in the 2023 Year 3 and 2024 Year 4 cohort who had disruption to their Nursery and Reception experience.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, maths early transcription as well as writing and the acquisition of phonic knowledge than their peers.</p> <p>On entry to Reception class in the last 3 years, 30% (1 pupil out of 3) of our disadvantaged pupils arrive below age-related expectations</p>
2	<p>36% (4 out of 11 PP pupils) have SEND this year 2024-25</p> <p>Assessments, observations and discussions with pupils and families have identified communication and interaction as the common special need affecting disadvantaged pupils. 4 out of 4 pupils have a communication and interaction need. 4 out of 4 SEND children have been referred to outside agencies like CYPS and the NCC HINT team. 2 out of 4 have been given a formal diagnosis of autism.</p> <p>These doubly disadvantaged pupils receive 1-1 and small group interventions.</p>
3	<p>2 out of 4 PP pupils with SEND have an EHCP 2024-25</p> <p>These significantly disadvantaged pupils have extra funding for SEND. They receive increased levels of adult support, tailored classroom adaptations, small group interventions and individual intervention.</p>
4	<p>The rurality of our local area and lack of enrichment opportunities outside school for families hugely affects our vulnerable pupils. This particularly affects self-esteem, speech and language, personal social and emotional development, overall attainment and later on life chances.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been:</p> <p>2022-2023- 87.24% (School Other 94.05%)</p> <p>2023-2024- 87.21% (School Other 93.95%)</p> <p>2024 to date- 90.68%</p> <p>50% of disadvantaged pupils (6 out of 12 over 3 years) have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils decreases over time.
Improved phonics attainment amongst all pupils, especially disadvantaged pupils.	Year 1 Phonics check outcomes in 2025/26 show that more disadvantaged pupils meet the expected standard. (1 out of 3 2024)
Improved reading attainment amongst all pupils, especially disadvantaged pupils.	<p>Yearly summer reading outcomes show that more than 80% of disadvantaged pupils meet the expected standard for their year group.</p> <p>More than 80% of disadvantaged pupils have reading age in line or above their chronological age at the end of the academic year.</p>
Improved motivation to read for pleasure by the implementation of a Reading Action Plan. This will focus on the introduction of a new reading incentive 'The Bellingham Beanstalk'. There are new links with the NCC Library Service where our school stocks will be replenished termly. Picture Books for our Reception children will be encouraged to be borrowed through our Story Sack borrowing system. Author in residence week planned for Spring 2025.	Observations of engagement with reading challenges and comments made in pupil and parent voice indicate significantly improved motivation to read for pleasure among disadvantaged pupils.
Improved writing attainment among disadvantaged pupils by the introduction of the Talk 4 Writing approach which will be	Assessments and observations indicate significantly improved writing standards among disadvantaged pupils. This is

implemented across the whole school from Reception. Presentation of writing will improve through the introduction of our Nelson Handwriting programme. SPAG will be taught discretely and within lessons so that the technical aspect of the writing process is improved.	evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. More than 80% of disadvantaged pupils meet the expected standard for their year group.
Improved maths attainment for disadvantaged pupils at the end of Year 4 and in each year group, evidenced in times table check and overall maths attainment and progress.	Year 4 TimesTable check outcomes in 2025/26 continue to show that more disadvantaged pupils meet the expected standard.
To ensure pupils who attend our school have regular opportunities to widen their cultural capital by experiencing high quality enrichment experiences, particularly our disadvantaged pupils.	School club data shows that disadvantaged pupils attend a variety of clubs and on a consistent basis.
To ensure that pupils who attend our school, particularly disadvantaged pupils, have the chance to learn a musical instrument in Year 4	All pupils including 100% of PP pupils learn the Ukulele by the end of Year 4.
To ensure that pupils who attend our school, particularly disadvantaged pupils, have the chance to experience learning through the Forest School approach.	Attendance and participation at weekly Forest School activities is 100%.
To ensure pupils who attend our school particularly our disadvantaged pupils have regular opportunities to improve their health, well- being and fitness through quality PE activities and events.	School swimming data shows that PP pupils make good progress at swimming. Attendance and participation at PE activities and events is 100%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Teaching and Learning Toolkit EEF	1,2,3
Whole staff training on Talk for Writing with the aim of developing our school curriculum and improving the teaching sequence to impact quality first teaching and pupil acquisition of the writing process.	Encouraging children to talk and collaborate together during writing time is an evidence-based research recommendation (Graham et al. 2012; Grossman et al. 2013; De Smedt & Van Keer 2014) and an opportunity to talk as they write improves children's final written outcomes (McQuitty 2014).	1,2,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Attendance of a teaching assistant on 1 day training course.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2,3
Phonics booster groups	Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	1

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

Budgeted cost: £ 1364.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that pupils who attend our school, particularly disadvantaged pupils, have the chance to learn a musical instrument in Year 4	In June 2022, the government published 'The power of music to change lives: a national plan for music education'. [footnote 1] This refreshed plan builds on the original national plan for music education, 'The importance of music', published in 2011. [footnote 2] The new plan sets out a vision for all children and young people to learn to sing,	4

	play an instrument and create music together, and to have the opportunity to develop their musical interests and talents. This plan sets an expectation that schools will have a music development plan in place by the academic year 2023/24 that sets out how they will teach a high-quality curriculum for at least one hour a week in key stages 1 to 3	
<p>Create a sense of belonging in school. Ask the school council to co-create ideas to make a 'homely' environment which will encourage good attendance for all children. eg Time with emotional support dog Story times in new library Hot chocolate with HT Skipping, drawing and lego clubs at lunchtimes provide a calm space for pupils and something to look forward to during the day.</p>	<p>Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.' EEF</p>	5

Total budgeted cost: £ 14,364

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Data to be updated yearly

11 pupils total

<u>Year Group</u>	<u>School number</u>	<u>PP number</u>
<u>4</u>	14 pupils	4
<u>3</u>	15	2
<u>2</u>	16	3
<u>1</u>	9	0
<u>R</u>	17	2

2023-24	ELG's GLD	Year 1 phonics check	Year 2 phonics repeat	Times table check
All Pupils	6/9 (66.7%)	13/16 (81.3%)	2/2	4/11
Pupil premium	0/0	1/3		-
National	71.5%	79%		

2022-2023	ELG's GLD	Year 1 phonics check	Year 2 phonics repeat	Times table check
All Pupils	75% (12/16)	(81.27%) 13/16 pupils	2/2 pupils	
Pupil premium	49.1%	1/2 pupils	-	
National	71.5%	79%		

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

The data demonstrates that pupils are generally in line with national averages for outcomes in Reception (National all) and generally achieve just in line or above average for Year 1 phonics. (National all)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The attendance gap for PP pupils was 6.74%. (23-24) PP attendance was 87.21 and all pupils was 93.95%

	All Attendance	All Unauthorised	PP attendance	PP Unauthorised
2023-24	93.95	1.86	87.21	5.18
2022-23	94.05	1.47	87.24	2.35
National for 23-24	92.8%			

The data demonstrated that PP and PA cause a double disadvantage to 3 of our most vulnerable pupils.

The data demonstrated that PP and SEND cause a double disadvantage to 4 of our most vulnerable pupils.

The data demonstrated that PP, SEND and PA cause a triple disadvantage to 1 of our most vulnerable pupils.

Based on all the information above, despite attendance adding to barriers, the performance of our disadvantaged pupils exceeded expectations this year, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that more pupils are attending after school clubs and participating in school trips. This is increasing their cultural capital. This should be continued to be tracked closely with attendance at every session monitored and with more of this group consistently accessing school clubs.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
PE upskilling of teachers	NUFC coaching

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy.