

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Belsay School
Number of pupils in school	75 Reception to Y6
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	Termly- ongoing
Statement authorised by	L Blain
Pupil premium lead	C Johnson
Governor / Trustee lead	S Peto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,772
Recovery premium funding allocation this academic year	
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	£2,772

Part A: Pupil premium strategy plan

Statement of intent

- Pupil premium is additional funding to help ensure that disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. At Belsay School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning can make a difference.
- We aim for all of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we aim for the attendance of our Pupil Premium funded children to improve and close the gap between PP and non PP children.
- Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, our pupils have the opportunity to learn and widen their knowledge.
- Our main aims are that pupils are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and a love of reading and of books. Pupil Premium children's oral language development and vocabulary acquisition improves and they have the confidence and ability to articulate their learning to a range of audiences. We aim for all of our Pupil Premium pupils and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education.
- Key principals include a detailed analysis of needs and barriers to learning, regular review and refinement and a whole school approach to providing "excellence for all".

Challenges

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

Challenge number	Detail of challenge
1	Children with SEND are often PP.

2	Pupil premium pupils have lower starting points with communication and language, thus impacting on their verbal skills. This then impacts on reading.
3	Pupil premium pupils often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
4	The attendance and punctuality of pupil premium children is lower than that of non pupil premium children.
5	Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children's health and parental anxieties and skills.
6	Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.

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
PP and SEND pupils are supported well to make good progress in their learning	Additional barriers for PP and SEND pupils are reduced and pupils make good progress from their starting points and progress is in line with others.
Children's communication and language skills are improved impacting their capacity to engage with reading and writing.	<p>Early assessment and identification of language difficulties informs appropriate intervention and ensures they receive high quality targeted provision. By 2024 PP achievement in EYFS GLD will match or exceed national.</p> <p>By end of Key stages there will be no identified significant gaps between PP and their peers.</p> <p>PP pupils pass the phonics screening.</p>
PP pupils have a wider variety of strategies and skills for dealing with their emotions and anxieties, leading to positive health and well being.	<p>Swift identification of pupils and parents with emotional and mental health needs ensures that they receive a program of effective support and strategies.</p> <p>PP pupils and their families will have an increased awareness of self regulation strategies to support their mental well being which reduces the impact on their daily lives so that learning can continue.</p>
PP children's attendance and punctuality is improved and in line with national expectations.	PP children's attendance is in line with national /in line with the rest of the cohort with 96-97% by 2024

	<p>PP persistent absence matches that or is lower than the rest of the cohort and is broadly in line with national.</p>
<p>Families have the confidence to seek out advice and support in order to improve their life.</p> <p>Ensure support , advice and signposting of external agencies is available to all families</p>	<p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school.</p> <p>Attendance advisory support, foodbank support, early help, school counsellor etc are embedded for PP families and support them to make positive contributions to the school and community.</p> <p>Parents of PP pupils engage more fully in whole school activities.</p>
<p>Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations.</p>	<p>Pupils are able to talk confidently about their learning and the wider global curriculum</p> <p>PP pupils demonstrate good attitudes to learning and have raised aspirations for their future education and lifestyle</p> <p>PP children have access to a range of enrichment experiences (creative, the arts, sports, residential visits in the UK and overseas) throughout their time at Belsay School.</p>

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
Consolidate Read, Write Inc (EYFS/KS1) to ensure that all pupils meet the expected standards in phonics and reading.	<p>Evidence suggests that 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>In developing reading comprehension, evidence suggests that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
SEND surgery weekly to support teachers in planning to meet the needs of SEND pupils within their class/ phase	In house research and past experience s have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies being implemented for these pupils.	1
High quality SEND training -Neurodiversity -Zones of regulation -SEMH	Past experiences have shown that staff in their early careers do not always have the skills and information of how to meet the needs of pupils with SEND barriers.	1
Curriculum -high expectations -aspiration -global approach	The curriculum enables the children to grow their cultural capital, develops them socially and makes them increasingly aware of their role in the world.	1,3,5,6

	<p>Research cited by Jonathan Sharples for York University suggest that such strategies may be promising in improving outcomes for children living in poverty.</p> <p>The external links will help to widen the horizons for PP to help set aspirations of achievement beyond those experiences in their domestic lives.</p> <p>Opportunities for residential visits in the UK and internationally (Paris, Normandy, Greece)</p>	
Teaching assistants to be trained in Friends Resilience Programme	<p>The pandemic has had a significant impact on all of our pupil premium children.</p> <p>Research shows that interventions which target social and emotional learning improve pupils interactions with others and the self management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment.</p>	1,2,3
Ensure that language development skills are consistently promoting language development through speaking and listening.	<p>Speechlink to provide structure to improving language development and skills.</p>	1,2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language identification and intervention in EYFS	Oral language interventions EEF	
Small group interventions	Research shows that Intensive individualised or small group tuition is highly effective. The approach outlined in the DfE “ School-led tutoring” handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps.	1, 2
Social and emotional learning through	Historical evidence within BS shows that PP children with social and emotional needs who work closely with support staff are able to engage more with learning and have increased positive attitude towards themselves and	1,3,5

pastoral interventions	their learning.	
SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier. - SEND surgeries	Previous work within school shows that early intervention increases the opportunity for the child's needs to be met and to make appropriate progress.	1,2,3,6
TA to deliver Drawing and Talking therapy for children with identified SEMH need	Drawing and Talking enables school staff to assess the social and emotional skills of young people quickly and effectively, ensuring they can respond in the right way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student.	1,2,3

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School to identify and meet PP families whose attendance is at risk of falling below the national early and to create bespoke plans to support improving attendance.	Children with high attendance perform well in school. There is less scope for gaps to appear in their learning and they are able to more easily maintain positive social circles and friendships.	4,5

<p>A strategic plan for pastoral support including wellbeing and therapeutic interventions focus on social skills, developing positive friendships and creating positive attitudes to learning.</p>	<p>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions, rather than directly focusing on the academic or cognitive elements of learning. The EEF notes that when well planned these interventions can equate to an average of 4+ months progress in pupil attainment.</p>	<p>5</p>
<p>Parent workshops with a reading and phonics focus</p>	<p>Research has shown that parental engagement with the school has a positive impact on pupil's attitude and success at school (EEF - T& L toolkit 2018)</p>	<p>2,4</p>
<p>A programme of enrichment activities including sport, the arts and languages</p>	<p>Enrichment experiences provide children with positive benefits on academic learning and impact on more vulnerable pupils is even higher (EEF, T& L toolkit 2018)</p> <p>Previous evidence for this strategy shows that pupils develop teambuilding, resilience and problem-solving skills through a range of extracurricular activities, and that this has a positive impact on resilience and motivation towards learning.</p>	<p>6,3,4</p>

Total budgeted cost: £ 8,000

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 2022 academic year.

Attainment and progress - reception to Y6

Reception

- In 2021/22 1x PP pupil did not achieve GLD (SEND)

Year 1 phonics

- In 2021/22 1x Y1 PP pupils passed their phonics screening .

Year 6 Outcomes

- In 2021/22 - 1 x PP pupil was working towards the expected standard in reading, writing and maths. (SEND)
- 1x PP pupil did not attend school and did not take the tests.

Quality of teaching for all

Building resilience has been an area which has been prioritised post lock down. This continues to be an important approach in the classroom for all children, PP and non PP.

Other approaches

Take up of music lessons has increased across school - PP pupils are prioritised for tuition and have a good uptake rate. PP pupils are also encouraged to partake in the choir.

Assessments and observations indicated that pupil behaviour , wellbeing and mental health were significantly impacted last year following covid related issues and isolation of families. The impact was particularly acute for disadvantaged pupils. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. This approach is being built on with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Friends Resilience	Friends Resilience
Ed Psych support and training	Dr Emma Black
Speech and Language intervention	Jigsaw Therapy

Service pupil premium funding

Belsay School does not currently receive any funding for pupils whose families are in the services.

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.