

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	Belmont School
Number of pupils in school	179
Proportion (%) of Pupil Premium eligible pupils	80 45% 25 39% Primary 55 50% secondary
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kevin Day
Pupil premium lead	Katy Hanna
Governor / Trustee lead	Lewis Grainger

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 88,800
Recovery premium funding allocation this academic year	£27, 620
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	£116,420

Part A: Pupil Premium strategy plan

Statement of intent

Our Ultimate objectives are for Pupil Premium children to remain, safe happy and secure where barriers to learning have been reduced. A big part of our provision this year will focus on the sensory processing needs of our children linked to trauma. We will continue to focus our support on the mental health and wellbeing of pupils as well as the academic challenge.

The objectives outlined in this report focus on the key strands academically that need to be covered but highlight the foundation work that needs to go beforehand with being a “relational school”. This will include the key work we will do with the OT this year as well as our social, emotional and well-being aims.

Our key principles in this report are:

Social, emotional and wellbeing for all

Sensory processing

Mathematical language and fluency

Communication and interaction support.

Challenges

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

Challenge number	Detail of challenge
1	<i>Sensory processing as a barrier to learning and accessing the curriculum</i>
2	Support children’s mental health and wellbeing - enabling them to be more resilient and to persevere with learning
3	Communication and interaction support allowing all to have a voice
4	Working mathematically with fluency and mathematical language.
5	Supporting children to have wider experiences and opportunities

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
Focus on improving communication and interaction in line with personalised goals.	Students' attainment in this area will have increased and the gap will be closed.
To raise mathematical fluency, understanding of how to work mathematically and extend use of mathematical language to improve progress in working mathematically.	Students will have improved attainment for working mathematically. An increase of fluent workers within their stage of mathematics, and a solid use of mathematical language. The gap will remain closed in this area.
To further support students' sensory processing needs to reduce their barriers to accessing learning.	Students' sensory needs will be met through OT programmes, classroom environments and positive working environments. School and students will be supported by an OT. The gap will continue to be narrowed overall in students' learning.
Increase children's mental health, wellbeing and resilience to improve learning abilities.	Children will be happy, safe, secure and resilient. This will improve their ability to access learning.
Provide support and wider opportunities for pupils and families to access a fuller and richer curriculum.	Children will have access to a wider range of opportunities which will provide greater learning experiences for them. Families will feel supported.

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: **£20,000 taken from staffing costs, £1680 taken from extra opportunity costs**

Activity		Challenge number(s) addressed
Roll out communication and	<i>The EEF says:</i>	3

<p>interactions training and support through new SALT, AAC device, Makaton, symbols and activities to match children's personal goals and learning.</p>	<p><i>The average impact of oral language intervention is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i></p> <p><i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i></p> <p><i>The centre for AAC and Autism states:</i></p> <p><i>"Full interpersonal communication substantially enhances an individual's potential for education, employment, and independence. Therefore, it is imperative that the goal of augmentative and alternative communication (AAC) use be the most effective interactive communication possible. Anything less represents a compromise of the individual's human potential."</i></p> <p><i>— American Speech-Hearing Association (ASHA)</i></p>	
<p>Whole school training and sharing of mastery maths and how we enable children to become fluent.</p>	<p>The EEF states that the mastery maths approach can add an additional 5 months of progress if completed well within a setting.</p> <p>They also state this is most effective with clear individualised instruction and time for collaborative learning.</p> <p>This approach has been noted as low cost but high impact.</p>	4
<p>To enable children to access wider opportunities such as breakfast clubs, residential and trips.</p>	<p><i>EEF found that:</i></p> <p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results.</i></p>	5

	<p><i>EEF quote re breakfast club provision:</i></p> <p><i>“My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they’re hungry”</i></p> <p>The EEF says this regards outdoor learning opportunities away from the classroom:</p> <p><i>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>“The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.”</i></p>	
<p>Create a team of staff to support with training and upskilling in interventions and key areas.</p>	<p>Mindfulness in Schools project says:</p> <p><i>“That is why the school ethos and culture matter and it is important for schools to have a whole school approach to learning. This doesn’t mean that individual styles and characteristics can’t be celebrated and valued, but that there is a clear, consistent and constructive framework to support the whole community. This can build trust, respect and create a supportive educational environment where everyone is working towards the same goals”</i></p>	<p>2</p>

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

Budgeted cost: £ 50,000 from staffing costs, £5,500 for play and music, £27,620 for SALT and OT costs (taken from recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased range of social, emotional and well-being interventions - access to Mental Health Co-ordinator, inclusion staff, play, drama and music therapy when required.</p>	<p>The EEF states: <i>Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</i></p> <p><i>Social, emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p><i>EEF also state that shorter weekly sessions seem to be the most effective.</i></p>	<p>2</p>
<p><i>OT assessments to identify key intervention programs for children's sensory needs. Interventions delivered by our staff. Training to be provided.</i></p>	<p>OT Anthea Bailey has identified: <i>The aim with targeted intervention is to prevent difficulties from escalating. Delivering targeted interventions in partnership with those most involved with children is ideal. This helps to build community capacity and to address needs early on. It also embeds support into the child's day and week.</i></p> <p>She has also highlighted the 5 keys for children:</p> <p><i>1. Building Positive Relationships + Finding the WHYs (e.g. complete the sensory profile, screen for core difficulties, FMS and GMS needs)</i> <i>2. Meeting Sensory Needs</i></p>	<p>1</p>

	<p>3. Increasing Predictability + Use of Visuals</p> <p>4. Providing Communication Supports</p> <p>5. Interoception, Empowering Self-Regulation & Getting More of the Good Stuff</p>	
<p>Speech and language interventions (our own therapist).</p>	<p>The EEF says:</p> <p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	3

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

Budgeted cost: £ 10,000 from staffing costs £1680 wider opportunity costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Belmont bees and ethos for school with training on mental health and wellbeing. Thrive training, trauma informed, the beautiful brain and resilience training as well as sensory processing.</p>	<p>EFF</p> <p><i>Social, emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p>BACP has stated a new report that 'trauma-informed schools could make a positive difference to young people's behaviour and to their mental wellbeing, attainment and future life chances.'</p>	1 & 2

	<p>Thrive case studies have identified the following impact:</p> <p><i>Thrive helps to develop resilience in young people (Heart & Heaver 2015)</i></p> <p><i>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</i></p> <p><i>Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013)</i></p>	
<p>Provision for before school breakfast clubs and after school clubs to support with their mental health and wellbeing and engagement</p>	<p><i>EFF found that:</i></p> <p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results</i></p>	<p>5</p>
<p>Support for trips and residential to provide extra learning experience for children.</p>	<p>The EEF says this regards outdoor learning opportunities away from the classroom:</p> <p><i>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.”</i></p>	<p>5</p>

Breakdown of spend:

PP planned spend	Costs £
Staffing cost- HLTA, Intervention staff, Mental Health Co-ordinator costs,	80,000
Music Therapy	1620
Play therapy	2500
Breakfast club support	3000
Residential & Trip support	1680
Total	88,800

Total budgeted cost: £116,420 with recovery premium

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.

Last year's key success was the introduction of our OT provision. Working with an Occupational Therapist, we have been able to create personalised programs for children to support them in being able to process and regulate their needs, reducing the barriers to learning. This has been so successful in progressing the whole child we are continuing to work with the OT next year, and have hired an assistant to support the work of occupational therapy as well as speech & language.

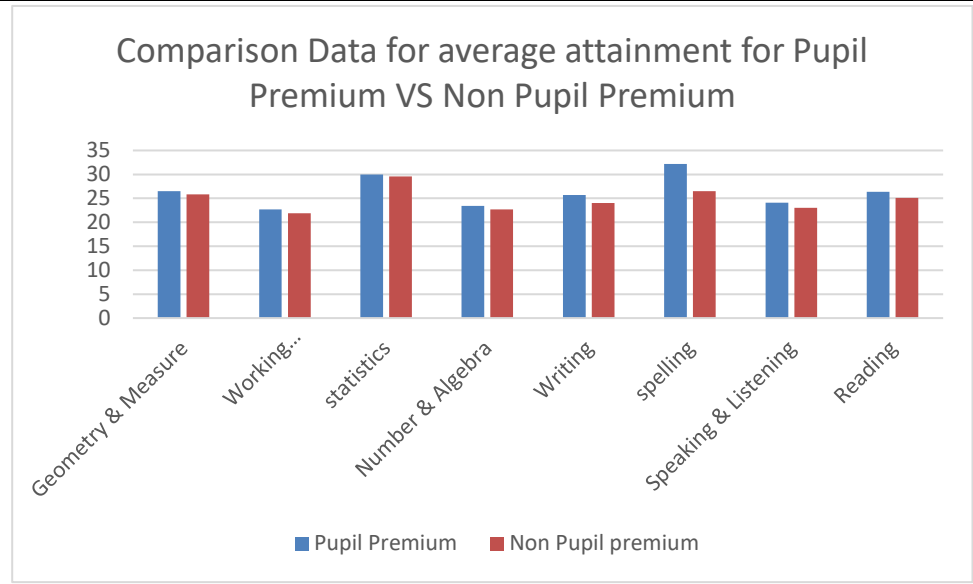
Due to the success of some work we have done with private NHS speech and language and having undertaken audits of need, we have also hired our own speech and language therapist for next year. We have trialled AAC device days and are looking at how we introduce alternative methods of communication to support the progress of all pupils within our care.

Interventions have continued to support the whole child and their social and emotional needs. Thrive and trauma training have focused on upskilling all staff, resulting in an improvement in progress within thrive scores, thereby impacting academic learning and ability. Some 90% of pupils have made progress with their thrive scores, and tailored lessons and bespoke interventions have supported this. We now have a growing team for interventions and are looking to fill a family support worker role to continue to improve our work in this area.

This year has seen us introduce more trips and offer more children spaces in breakfast clubs. This offers them life experience and raises their confidence. This has enabled parents to have respite and some support. This means the impact has been positive on a child's wellbeing which in return supports their learning potential.

Please see below the graph for our average attainment of Pupil Premium pupils vs their non Pupil Premium peers. This graph is based on the data from years 1-9 and it will not include those who did not have baseline data due to late admission in the school year.

The graph is based on 70 Pupil Premium pupils vs 66 non Pupil Premium pupils.



From this graph you can see that the attainment of our Pupil Premium pupils is slightly better than the average attainment of our non-Pupil Premium cohort of pupils. This means the interventions and curriculum we have in place for our core subjects is meeting the needs of our pupils during this year. The gap is remaining closed in all areas.

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
THRIVE	Thrive
Reading eggs	3p learning
Doodle maths	Ez Education
Education city	Edmentum
POPS- Sight reading	XML
National online safety	NAS
Purple Mash	2simple
Read write INC	Ruth Muskin Literacy

Service Pupil Premium funding (optional)

This spend is included in our overall Pupil Premium spend.

Recovery Premium spend: £27,620

This money has been allocated to staffing costs for OT provision 3 days per week and Speech and Language provision for 2 days per week. This has been based on the success of the Occupational Therapy roll out and the need for DIR floortime and sensory provision for many of our children to enable them to be able to access learning. We have also audited the children for Speech and Language and have recognised that the need for more bespoke and extensive work in this area is needed. This includes things like intensive interaction, AAC communication and regular therapy which is not being provided by the NHS.

The goals for this work have been outlined in the main outcomes for the Pupil Premium report.

The allocation of spend is as follows:

Description of recovery premium	Spend
Occupational Therapy support & Resources	13,810
Speech and language Therapy support & Resources	13,810
Total	£27,620