

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	Belmont School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Kevin Day
Pupil premium lead	Katy Hanna
Governor / Trustee lead	Lewis Granger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,010
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,971
Total budget for this academic year	£90, 981
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	With recovery Premium £117,371

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 well being 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 before hand 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 principle in this report are:

Social, emotional and well -being for all

Sensory processing

Mathematical language and fluency

Reading, spelling and grammar

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 well-being- enabling them to be more resilient and persevere with learning
3	Spelling, punctuation and grammar intervention
4	Reading drive – reading ages
5	Working mathematically, fluency and mathematical language.

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
<i>To raise the attainment and progress of spelling, punctuation and grammar whilst closing the gap.</i>	Students attainment in this area will have increased and the gap will be closed.
Improve students access and ability for reading.	Students will have improved their reading ability by at least 6 months. Assessment data will show a closed gap.
To raise mathematical fluency, understanding how to work mathematical and extended use of mathematical language.	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 reduced 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. All students will be making processing and the gap will continue to be narrowed overall in their learning.
Increase children's mental health, well being and resilience to improve learning abilities.	Children will be happy, safe, secure and resilient. This will improve their ability to access learning.

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: **£5175**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased focus on reading & comprehension with phonics, reading	Education Endowment Foundation (EEF) states that: <i>"Reading comprehension strategies are high impact on average (+6</i>	4

<p>focused times. Set program of reading lessons per week. Focus on reading in department meetings. Developing phonics and sight word schemes.</p>	<p><i>months). Alongside phonics it is a crucial component of early reading instructions</i></p> <p><i>“Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.”</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>	<p>5</p>
<p>Whole school training in sensory processing and trauma as well as whole school class observations to address sensory needs, play based learning and OT support for their class.</p>	<p>The EEF states:</p> <p><i>Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</i></p> <p>OT training by Anthea Bailey based on sensory processing and Trauma identified the basic needs children need before they can access learning- which is why it's vital we get the OT observations to meet sensory and play based needs. See building blocks for development.</p> <div data-bbox="528 1624 1061 2027" data-label="Diagram"> <p><u>Building Blocks of Development Therapy Foundations for Education</u></p> </div>	<p>1</p>

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

Budgeted cost: £ 78, 730

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>EFF also state that shorter weekly sessions seem to be the most effective.</i></p>	<p>2, 1</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 to us 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>2, 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>Intervention team to carry out 1:1 and small group interventions focussing on mathematical language, fluency, spelling and reading interventions.</p>	<p>EFF have stated:</p> <p><i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p>	3, 4, 5

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

Budgeted cost: **£ 7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Belmont bees and ethos for school with training on mental health and well-being. Thrive training, trauma informed, the beautiful brain and resilience training as well as sensory processing.</p>	<p><i>EFF</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>BACP has stated a new report that <i>Trauma-informed schools could make a positive difference to young people's behaviour and to their mental wellbeing, attainment and future life chances.</i></p> <p>Thrive case studies have identified the following impact; <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</i></p>	1 & 2

	<p><i>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 afterschool clubs to support with their mental health and well-being 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>	2

Total budgeted cost: £ 90,405

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.

I have outlined the key success for the year of 2020-2021.

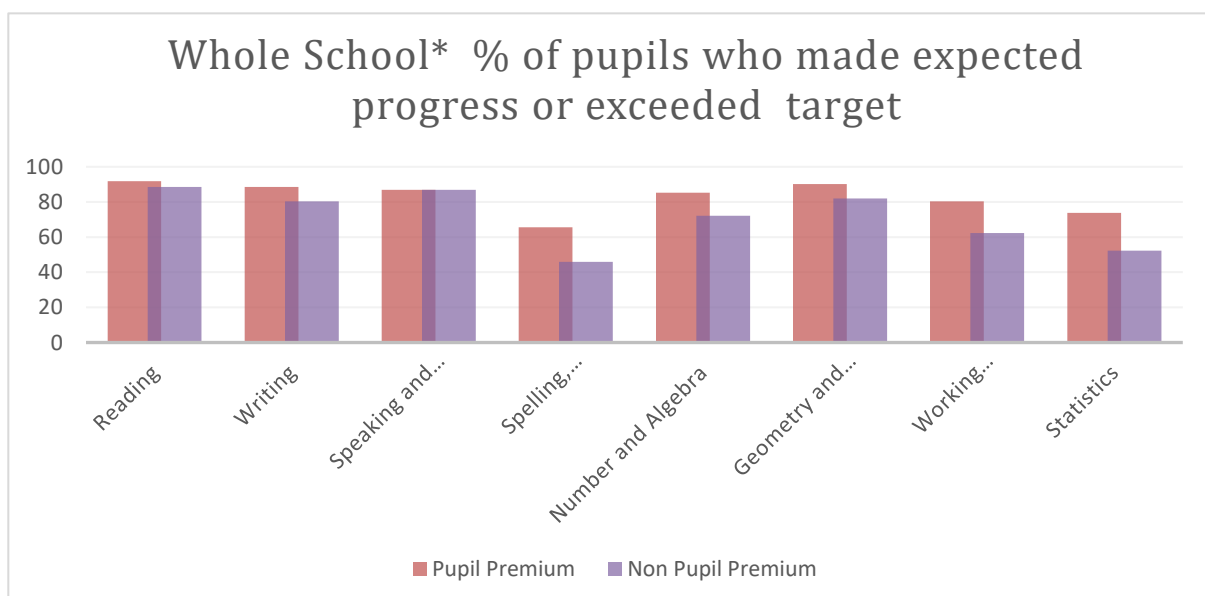
Mental Health coordinator role was Implemented and was able to signpost more children to the right agencies for support but due to the pandemic we were unable to complete as many of mental health and well being interventions in school as we would have liked.

Through the introduction to our reading curriculums and interventions 91.8% of pupil premium children made progress which was a 2.8% increase on their peers.

88.5% of pupils made progress with their writing which is 8.2% higher than their peers. This has been positively influenced by our introduction of writing interventions.

With regards to maths we have continued to see a positive impact of the use of Doodlemaths increasing the progress of our number and algebra and shape. An area for the whole school to improve is working mathematically and next year we will continue to develop this.

Another success from the year has been getting 100% parental engagement through our parent conversations and EHCP meetings held via zoom. This is something we will continue to build upon next year.



Pupil premium pupils have made better progress across the board than their peers in all areas of maths and English.

The progress this year has been exceptional considering it has been a year of change with COVID too.

We have some key areas based on these graphs to us to focus some of our efforts for next year with regards to funding this includes spelling, punctuation & Grammar (Although this is a lowing scoring area as some of the children are not at the level to score on this system as it starts on stage 6). Other areas of focus are Statistics and working mathematically. This will be addressed through doodle maths and a mathematical language intervention as well as upskilling teachers in fluency, reasoning and problem solving.

Due to the pandemic we have £96,971 to carry forward next year. £90,000 of this will be allocated to next year's staffing for our intervention posts and Mental health Coordinator role to continue. £6,971 will be carried over to our PP funding OT, play therapy, music and drama therapy sessions for our most vulnerable children.

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

Service pupil premium funding (optional)

This spend is included in our overall pupil premium spend.

Recovery Premium spend: £26,390

This money will be allocated on Occupational therapy input for our children. During a recent audit a number of pupils were identified as having needs within this area due to this we would like to invest in an OT working with us to do some sensory profiling and programmes of work with these pupils to reduce barriers to learning. Some of the allocated money will be going on providing resources linked to these OT needs. Another

proportion of this allocation will be going towards staff training to ensure they are upskilled in the areas identified by the OT in play-based skills, floor time therapy and the 5 keys of development.