

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	189
Proportion (%) of pupil premium eligible pupils	96 Pupils 47 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2026
Date this statement was published	Sept 23 reviewed
Date on which it will be reviewed	September 24
Statement authorised by	Kevin Day
Pupil premium lead	Iliana Petrova
Governor / Trustee lead	Ruth Hansell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85 860
Recovery premium funding allocation this academic year	£78 840
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	£164 700

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 improving attendance to school, building on pupils' confidence and self-esteem.

We will continue to link closely with the Occupational Therapist (OT) on sensory regulation and embedding DIR programs and the interoception curriculum.

Another main area of focus will continue to be communication and ensuring that all modes of communication are used to ensure pupils feel confident and have the tools to make their needs known.

The objectives outlined in this report focus on the key strands academically that need to be covered but highlight the core work that needs to go beforehand with being a "relational school". This will include key work with play therapy, music therapy and communication therapists for Augmentative and Alternative Communication (AAC) device.

By supporting these key areas, we will support academic progress.

Our key principles in this report are:

- *Social, emotional and well-being for all*
- *Sensory processing*
- *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	Attendance and persistent absence from some of our PP
2	Confidence and self-esteem
3	Sensory processing and understanding the feelings within the body
4	Communication and interaction
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
To embed the interoception and DIR floor times into our curriculum to support with emotional well-being and regulation.	Children will have increased confidence and self esteem and a better understanding of their senses and what they feel and where they feel it in their body.
Children's emotional wellbeing will have improved as will their attendance to school.	Attendance for us as a school will remain high and individuals with low attendance will be improving.
We will embed our total communication and communication values action plan.	All pupils will have increased communication and interaction in their chosen preference/ method.
Pupils will be able to engage in a broad and rich external experience as part of the wider curriculum.	Pupils will be able to access wider trips and visits as well as residential.
To ensure all children have a good start to their day through breakfast check ins.	Children will be able to have the right start to the day with breakfast support when required.

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: **£75 274 taken for staffing costs, £3 346 towards breakfast club opportunities**

Activity		Challenge number(s) addressed
Embed our communication and interaction vision. Ensure that there is frequent universal training for staff through our speech and language therapist. This will ensure the right training for	<i>The Education Endowment Foundation (EEF) says: 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.</i>	4

<p>Communication in print, Makaton and intensive interaction is consistent amongst all staff.</p>	<p><i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i></p>	
<p>Embed our work with OT and OT assistant to promote and use the interoception curriculum, sensory processing and DIR floortimes. Thus, supporting children to be more regulated and ready to learn.</p> <p>OT will support whole school training in DIR floor time, sensory processing and the interoception curriculum</p>	<p>Home of DIRFloortime® (Floortime) - About (icdl.com)</p> <p><i>DIRFloortime® is used to help children, young adults, and even adults with a wide range of emotional, sensory, regulatory, motor, learning, and developmental challenges. DIRFloortime® is recognized as a leading evidence-based approach to helping individuals on the autism spectrum and others with neurodevelopmental differences flourish.</i></p> <p><i>All children have within them the potential to be great kids. It's our job to create a great world where this potential can flourish. - Stanley Greenspan, MD in Great Kids</i></p> <p>Interoception Kelly Malher</p> <p>What is Interoception? - Kelly Mahler (kelly-mahler.com)</p> <p><i>"Based on her years of experience, Kelly offers practical tools that can be used to guide attention to the messages that our bodies are constantly sending to our brains. We all need to listen to our bodies and understand its messages. Kelly knows how to listen, and she knows how to help others listen better to their bodies. Here she shares her natural understanding of interoception and her recommendations for how we can help others to improve their own interoceptive awareness."</i></p> <p>A. D. (Bud) Craig, PhD</p> <p><i>As outlined by the National Autistic society, processing everyday sensory information can be difficult for autistic people. Any of their senses may be</i></p>	<p>3</p>

	<p><i>over- or under-sensitive, or both, at different times. These sensory differences can affect how they feel and act, and can have a profound effect on a person's life</i></p>	
<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> <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”- EEF quote re breakfast club provision.</i></p> <p>The EEF says this regarding 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>	5

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

Budgeted cost: £4,500 for music therapy interventions (recovery premium), £20,000 for AAC support (recovery premium), additional funds of £35 000 allocated to cover the cost towards external therapists (recovery premium).

Our own staffing costs covered by the pupil premium budget: £75 274 supporting whole school interventions for speech and language, friendships and mental health and well being.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased range of Social, Emotional and well-being interventions through play therapy and music therapy.</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 (SEL) 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>1 & 2</p>
<p>OT and sensory assessments to be done for a cohort of individual pupils. Bespoke training and input in interoception and DIR floortime for targeted pupils.</p>	<p>Home of DIRFloortime® (Floortime) - About (icdl.com)</p> <p><i>DIRFloortime® is used to help children, young adults, and even adults with a wide range of emotional, sensory, regulatory, motor, learning, and developmental challenges.</i></p> <p><i>DIRFloortime® is recognized as a leading evidence-based approach to helping individuals on the autism spectrum and others with neurodevelopmental differences flourish.</i></p> <p><i>All children have within them the potential to be great kids. It's our job to create a great world where this potential</i></p>	<p>3</p>

	<p><i>can flourish.</i> - Stanley Greenspan, MD in Great Kids</p> <p>Interoception Kelly Malher</p> <p>What is Interoception? - Kelly Mahler (kelly-mahler.com)</p> <p><i>"Based on her years of experience, Kelly offers practical tools that can be used to guide attention to the messages that our bodies are constantly sending to our brains. We all need to listen to our bodies and understand its messages. Kelly knows how to listen, and she knows how to help others listen better to their bodies. Here she shares her natural understanding of interoception and her recommendations for how we can help others to improve their own interoceptive awareness."</i></p> <p>A. D. (Bud) Craig, Phd</p>	
<p>Targeted and individualised Speech and language programs to support communication and interaction development through our own speech therapist.</p> <p>AAC communication groups to support those children who have been identified as a need.</p>	<p><i>The EEF says:</i></p> <p><i>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.</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>— American Speech-Hearing Association (ASHA)</p>	<p>4</p>

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

Budgeted cost: Take from the £75 274 on staffing costs, £5,000 EP costs (Recovery Premium) £3 346 for breakfast club provision, £4 340 from trips and residentials (Recovery Premium).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health coordinator support for children accessing school due to mental health. Supporting and promoting positive attendance.</p> <p>Link with EP about strategies to support pupils in being able to access school life.</p> <p>More Thrive practitioners trained to support emotional well-being and promoting positive attendance for the individuals</p>	<p><i>EEF</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>By working together, the EP will help plan the next steps to support a child's emotional wellbeing and learning. EPs can carry out a range of work including: consultation and advice to schools and settings. individual psychological assessments with children/young people.</i></p> <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>1 & 2</p>

Provision for before school breakfast clubs and afterschool clubs to support with their mental health and well-being and engagement	<i>EEF found that: Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results.</i>	5
Support for trips and residential to provide extra learning experience for children.	The EEF says this regards outdoor learning opportunities away from the classroom: <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> <i>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.”</i>	5

Break down of spend:

PP planned spend	Costs £
Staffing cost - HLLP, Intervention staff, Mental Health Co-ordinator costs	£75 274
Play therapy	£7 240
Breakfast club support	£3 346
Total	£85 860

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 2022 to 2023 academic year.

This year's successes have continued to be the embedding of our OT curriculum and facilities which has enabled a growing number of children to have access to sensory diets and provision that meets their needs, enables them to be more regulated and therefore ready to learn. The swing room environment and resources has really supported this element of work. We will need to continue to embed this area within school next year, focusing on classes delivering DIR floortime and the interoception curriculum.

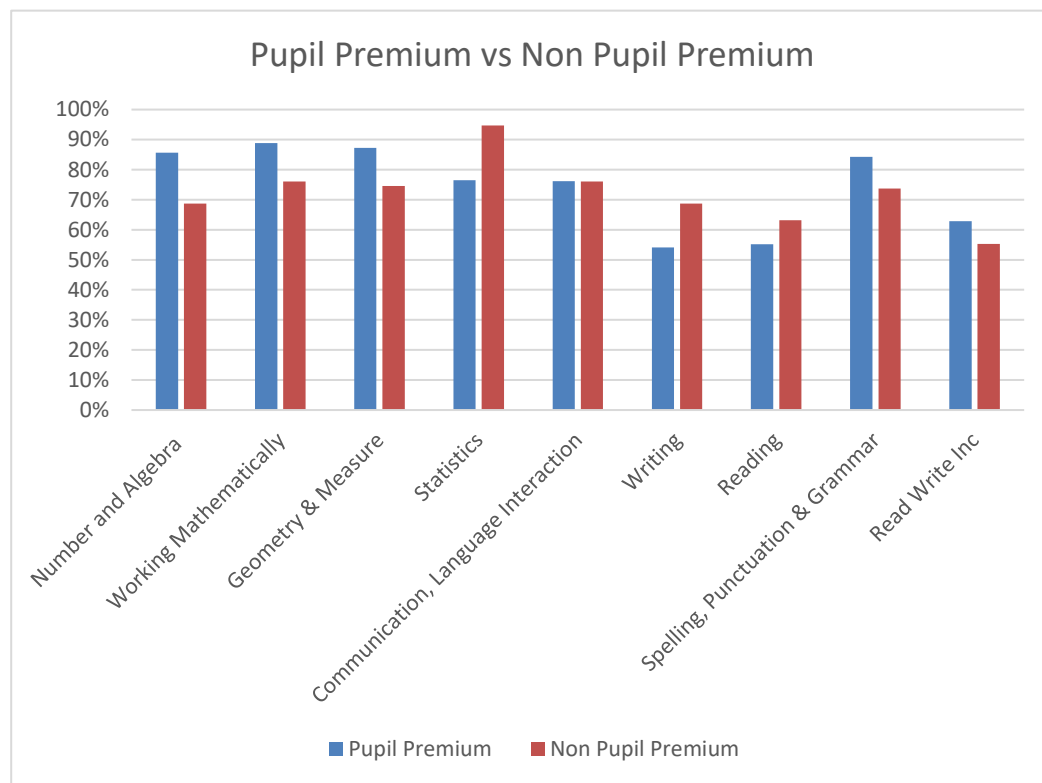
Speech and language have had a successful year and our own speech and language therapist has worked well with the NHS therapist and this has ensured more children are accessing speech and language provision and therapy and making progress. We have continued to work with AAC specialists and there are a number of pupils who have access to AAC devices or communication books and groups now. This is having a massive impact on pupils' communication and interaction but also their academic learning as they are now able to access this more independently. The next step is to continue with communication and interaction and ensure that staff continue to see the value of this total communication environment. Within school we need to invest in some AAC experts to support the staff and pupils' development.

Interventions have continued to support the whole child and their social and emotional needs. Thrive & trauma training have focused on upskilling all staff so we have seen an improvement in progress within Thrive scores which then impacts academic learning and ability. 87% of pupils have made progress with their Thrive scores. This is a fantastic achievement considering the complexity of needs within the school and with more Thrive interventions needing to take place with a limited number of practitioners. Tailored lessons and bespoke interventions have supported this. Next year we will have an increased number of practitioners so should see added progress for our most vulnerable children. We have a growing interventions team and are looking for a family support worker role to continue to improve this area within this work.

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 55 Pupil Premium pupils vs 87 non Pupil Premium pupils.



The attainment of the pupil premium cohort is slightly better than the average attainment of our non-pupil premium cohort in all areas but Statistics, Reading and Writing. The gap remains closed in all areas except the three strands identified. This means the interventions and curriculum we have in place for our core subjects met the needs of our pupils during the 2022 – 2023 academic year. English and Maths departments need to ensure that extra interventions and support are put in place for the Pupil Premium cohort to close the gap in Statistics, Reading and Writing during the academic year 2023-2024.

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:

£78 840

The allocation of spend is as follows:

Description of recovery premium	Spend
Staffing cost towards external therapist i.e. Occupational Therapist Speech and Language Therapist, etc.	£35 000
Intervention Resources	£5 000
Music Therapy support for classes 1 hour session 39 weeks of the year	£4 500
AAC communication groups support 3 communication groups once a week 2 screening days per year Resource Reports and writing	£20 000
Enriched extra curriculum resources	£5 000
EP costs	£5 000

Trips and residential support	£4 340
Total	£78 840

Appendix:

Abbreviation	Full meaning
PP	Pupil Premium
OT	Occupational Therapy
AAC	Augmentative and Alternative Communication
EEF	Education Endowment Foundation
DIR	Developmental, Individual-differences, and Relationship
SEL	Social, emotional learning interventions
EP	Educational Psychologist