

Pupil premium strategy statement

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 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	184
Proportion (%) of pupil premium eligible pupils	83 Pupils 45 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2026
Date this statement was published	Sept 24 reviewed
Date on which it will be reviewed	September 25
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	£203,970
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	£203,970

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 continue to focus on improving attendance to school to further build pupils' confidence and self -esteem and access to learning.

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

** DIR/ Floortime is a comprehensive, evidence-based, therapy approach, for guiding intervention for children with Autism Spectrum Disorder (ASD) and other developmental challenges. DIR stands for the Developmental, Individual-differences, & Relationship-based model.*

The focus will continue to be on communication ensuring that all modes of communication are used for pupils to feel confident and have the tools to make their needs known.

The objectives outlined in this report focus on key academic strands that need to be covered but highlight the core work that needs to go before hand with being a "relational school". This will include key work we do this year 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 principle 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
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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. By gaining a better understanding of their bodies, pupils will enhance their focus and improve their learning
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. This will be supported by enhanced access to outstanding lessons and learning opportunities.
We will embed our total communication and communication values action plan.	All pupils will increase their communication and interaction using their preferred method, enabling them to more effectively share their learning progress and explain their barriers to learning.
Pupils will be able to engaged in a broad and rich external experience as part of the wider curriculum.	Pupils will have access to a wider range of trips, visits, and residential experiences, enriching their learning and foster greater motivation for the curriculum.
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 ensuring better self-regulation and focus for learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4 500 towards breakfast club, £5 200 residentials and trip opportunities, £127 270 staffing cost

Activity		Challenge number(s) addressed
<p>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 Communication in print, Makaton and intensive interaction is consistent amongst all staff.</p>	<p><i>The Education Endowment Foundation (EEF) says:</i> <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>	4
<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>Staff training has been carried out with a sensory focus; promoting the use of the sensory space, the theory</p>	<p><u>Home of DIRFloortime® (Floortime) - About (icdl.com)</u> <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 <u>Great Kids</u></i></p> <p>Sensory circuits are a series of structured activities designed to stimulate the senses and promote sensory integration. These circuits are especially beneficial for students who may have sensory processing difficulties or who simply benefit</p>	3

<p>underpinning sensory circuits and breaks.</p>	<p>from extra sensory input to help them focus and regulate their emotions. Engaging in sensory activities helps students regulate their sensory systems, leading to better focus and attention in the classroom.</p> <p>Any activity of action which stimulates or removes sensory input from a sensory system is a sensory break.</p> <p>https://www.sensoryinclusiveschools.org/</p> <p>Interoception Kelly Malher</p> <p><u>What is Interoception? - Kelly Mahler (kelly-mahler.com)</u></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 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>5</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 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>Developing cultural capital</p> <p><i>‘Cultural capital comprises an individual’s social assets that “promote social mobility within a stratified society“.’ Pierre Bourdieu (1970s)</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000 for AAC support, additional funds of £40 000 allocated to cover the cost towards external Therapists, Intervention Resources £7 000

Our own staffing costs covered by the pupil premium budget: £127 270 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:</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><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 & 4</p>
<p>OT and sensory assessments to be done for a cohort of individual pupils.</p> <p>Bespoke training and input in interoception and DIR floortime for targeted pupils.</p>	<p>Sensory integration, or sensory processing, is an automatic neurological process that occurs throughout our life. Sensory integration develops naturally during ordinary childhood activities, however, for some people, it does not develop as efficiently as it could and can affect activities of daily living, academic achievement, behaviour or social participation.</p> <p>Sensory integration challenges or difficulties can be described as</p> <p>“A decreased ability to process and integrate sensation [that results] in difficulty producing appropriate actions, which, in turn, may interfere with learning and behaviour” (Bundy and Lane, 2020).</p> <p>SI therapy (or SI interventions) includes structured exposure to sensory input, movement therapy, balance treatments, and carefully designed and customised physical</p>	<p>3</p>

	<p>activities and accommodations (e.g., changes to the environment or routine).</p> <p>https://www.sensoryintegrationeducation.com/</p> <p>Home of DIRFloortime® (Floortime) - About (icdl.com)</p> <p>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.</p> <p>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</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</p>	<p><i>The 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</i></p>	<p>4</p>

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

Budgeted cost: £5,000 EP costs, £4 500 for breakfast club provision, £5 200 for trips and residentials, Enriched extra curriculum resources £5 000

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>The Mental Health Coordinator to work with identified pupils supporting them with emotional tools and</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>There is strong evidence to link gardening and connectivity to nature with improved mental and physical health.</p>	<p>1 & 2</p>

<p>activities to strengthen the understanding of grief and bereavement</p> <p>Work with EP about strategies to support pupils in being able to access school life.</p> <p>The Thrive practitioners to work with all pupils across the school ensuring children who need support with their emotional development are receiving support and guidance.</p> <p>Adolescent and childhood trained THRIVE practitioners working full-time at Belmont.</p>	<p>Evidence shows that it strengthens the immune system and lessens anxiety and depression. In one study, 95% of those interviewed said their mood improved after spending time outside, changing from depressed, stressed, and anxious to being calmer and more balanced.</p> <p>The Kings Fund report, Gardens and Health (2016) states that, <i>“Teachers report positive wellbeing effects, personal achievement and pride in ‘growing’”. For bereaved children, in particular growing vegetables can give a sense of purpose; working with the cycles of the growing season help children to find a relationship to loss.</i> (Bereavement in Childhood – What do we know? 2015 and Gardens and Health: Implications for Policy and Practice, 2016)</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>	
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	<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>	
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	£127 270
EP cost	£5 000
Residential and Trips	£5 200
Breakfast club support	£4 500
External Therapists	£40 000
External AAC communication support	£10 000
Intervention Resources	£7 000
Enriched extra curriculum resources	£5 000
Total	£203 970

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 2023 to 2024 academic year.

Throughout this year, we have seen many successes in our curriculum development and facilities, which have allowed an increasing number of children to access sensory diets and provisions. This has enabled our pupils to access learning on a regular basis. We have also introduced the Interoception Curriculum, which has helped pupils understand independent self-regulation by teaching them to notice body signals, connect these signals to emotions, and determine appropriate actions to promote comfort within their bodies.

The pupils have individualised sensory profiles which are displayed in classrooms, ensuring sensory preferences are well understood by teaching staff. We have introduced a sensory room within secondary department which is accessible to all pupils within the school. The space has a variety of sensory equipment which links to the interoception curriculum. The aim is to support individuals to manage and balance their sensory input to avoid sensory overload or sensory deprivation. It supports individuals in developing the ability to co and self-regulate their emotions and behaviours through structured sensory activities. Sensory circuits have been embedded daily into the school and is an effective tool for enhancing sensory processing, improving motor skills, and supporting emotional and behavioural regulation, ultimately creating a more conducive learning environment for all students. Staff training has been provided to promote the use of the sensory space and the rationale of sensory circuits.

Specialist Occupational therapy sensory integration support is provided for some pupils with complex needs. It is tailored to each individual following a child centred approach and is centred around play and fun activities to engage the individual in sensory-rich experiences.

We have been able to offer swimming for our pupils in the last two weeks of the academic year which offered a variety of therapeutic and regulating benefits for both physical and mental health. The rhythmic nature of swimming and the focus on breathing can be meditative, helping to reduce stress and promote relaxation.

Our speech and language program has expanded this academic year. Our in-house Speech and Language Therapist (SALT) has worked across the school to further embed the Total Communication approach. All staff members have received additional training to support pupils with the pupils' diverse communication needs. Parents have also received more support at home. We have appointed a SALT Assistant who has provided 1:1 and small group support to pupils, resulting in an increased number of pupils receiving direct SALT support. Recent data has shown that 56% of primary pupils have received direct intervention from either the SALT or SALT Assistant. During this academic year we have appointed a new SALT Assistant who will focus on Augmentative and Alternative Communication (AAC) across the school starting in September 2024.

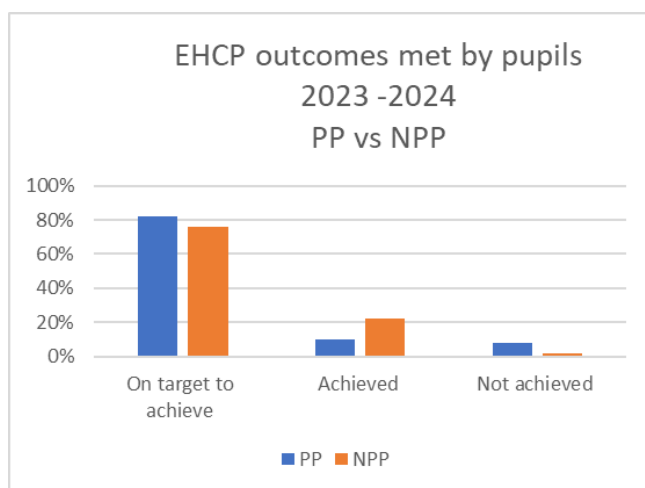
In addition, the NHS SALT has continued to provide support one day per week, along with an external AAC Specialist.

Interventions aimed at supporting the overall social and emotional needs of our pupils have continued. We have seen the addition of two trained Thrive practitioners, one specialised in meeting the needs of adolescents and the other in childhood. With the support of these practitioners and the weekly Thrive lessons, pupils have been able to progress through their personal development. The school family support worker has also played a crucial role in providing additional support to identified vulnerable families. We are proud to report that 87.5% of pupils have made progress within the Thrive program.

At Breakfast club pupils have been offered different fruits and sweet breakfast treats in addition to the usual toast and cereal. Pupils have participated in activities helping them work on their independent skills such as clearing up, loading and unloading the dishwasher, food preparation, and engaging in conversations during breakfast time, which has contributed towards their overall progress.

Pupils across school have taken part in planned trips and residential. This helped them to enrich their knowledge and improve their self-esteem and confidence. Overall, this has had a positive impact on the wellbeing of all children, contributing to their ability to learn and grow.

In recent restructuring of local authority transport arrangements has significantly impacted school attendance for many pupils. Attendance dips often occur when pupil's family arrange their own transportation or when conflicts arise among pupils sharing taxis or with their drivers and parents. To keep the high attendance, especially for the pupil premium pupils, our school has been proactive initiating its own transport service to assist pupil premium pupils who were denied transportation by the local authority due to their proximity to the school.

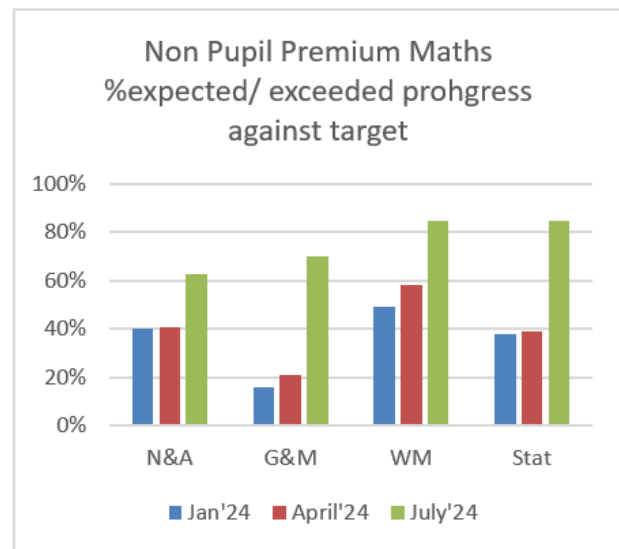
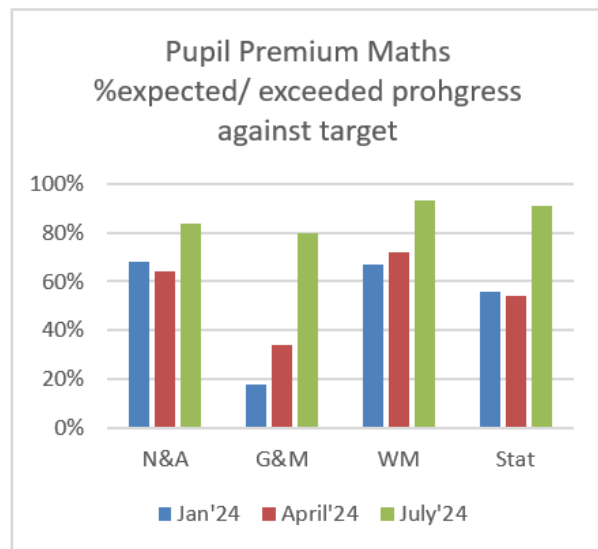
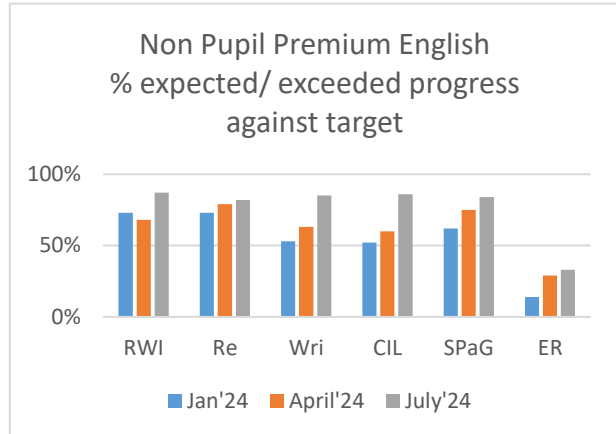
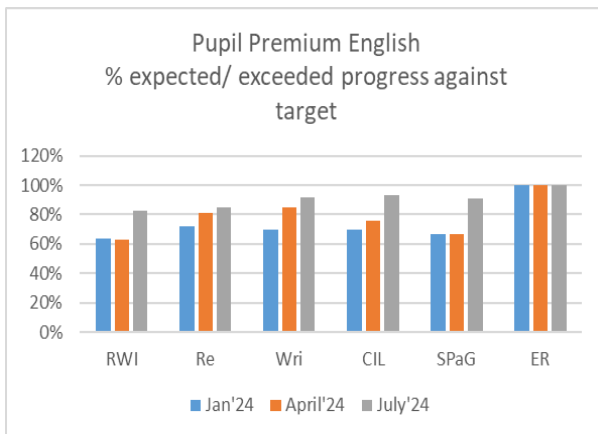


Analysing the progress of EHCP outcomes between pupil premium (PP) and non-pupil premium (NPP) pupils reveals that 82% of PP pupils were on track to meet their set outcomes, with an additional 10% successfully achieving them.

In comparison, 76% of NPP pupils were on target to achieve their outcomes, with an additional 22% reaching their goals, while 2% did not achieve their outcomes.

Notably, there haven't been significant academic progress gaps between those eligible for Pupil Premium (PP) and those who are not. In some cases, PP pupils have made more progress than non-PP pupils. 80% or more of PP pupils have made expected or above expected progress in maths.

Additionally, progress in reading for PP pupils has been in line with non-PP pupils, with some PP pupils demonstrating exceptional progress in reading accuracy and fluency.



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
Doodle maths	Ez Education
Education city	Edmentum
POPS- Sight reading	XML

National online safety	NAS
Read write INC	Ruth Muskin Literacy

Service pupil premium funding (optional)

This spend is included in our overall pupil premium spend.