

# Belton C of E Pupil Premium Strategy Statement 2021-2022



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	Belton C of E Primary
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J Scott
Pupil premium lead	C Yendall
Governor / Trustee lead	J Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,105
Recovery premium funding allocation this academic year	£2810
Pupil premium funding carried forward from previous years	None
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,915

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# Part A: Pupil premium strategy plan

## Statement of intent

At Belton Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support (ELSA) to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults (eg. ELSA)

## Challenges

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

eligible	Detail of challenge
1	<b>Social/ Emotional/ Mental Health needs</b> SEMH issues ( eg Attachment, anger management and low self-esteem) for many of our pupils eligible for PP are having a detrimental effect on their learning and academic progress as they aren't always 'ready to learn'.
2	<b>Narrowing the attainment gap across Reading, Writing, Maths and Science</b> Entry baseline in basic English and Maths; as well as poor oral skills. These are poorer in some PP students than others. This has slowed academic progress in subsequent years, especially reading. Some of our PP children are also SEND (56%). Their SEND complexities impact academic progress.
3	<b>How to structure and apply Oracy skills across the curriculum.</b> Some PP pupils find it challenging to know how to structure and apply their basic oracy skills across the curriculum which ultimately impacts on them achieving the expected writing standard at the end of KS2.
4	<b>Behaviour/ Attitudes to Learning</b> Behaviour issues for a small number of pupils (eligible for PP) are having a detrimental effect as they are unable to take responsibility for and control their behaviour, therefore impacting on their learning and ultimately their academic progress.
5	<b>Wider opportunities to participate in learning beyond the school day.</b> A smaller number of PP eligible pupils have less opportunities to participate in learning beyond the school day.

## 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
Progress in Reading, Writing and Mathematics. Disadvantaged pupils maintain at least the standard of achievement they achieved the previous year. To ensure fallen behind children receive targeted high-quality intervention.	Achieve national average progress scores in KS2 Reading/ Writing and Maths Teacher Assessments (end of Summer 2022 and 2023) will show that most of the disadvantaged children have made expected progress from the previous summer. 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of Interventions will show that interventions have had positive impact on

	the disadvantage children's learning and has helped with accelerating their progress.
Pupils and families with identified SEMH needs are well supported by school staff so that needs are removed or alleviated.	<p>SENCO/ ELSA/ Headteacher identify and support families and children, working with them to alleviate barriers to learning.</p> <p>Vulnerable disadvantaged children will have access to a trained ELSA who will provide support and alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents/ children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>The use of worry boxes and the Whisper app is a way for children/ parents to voice concerns.</p>
<p>Improved attitudes to learning and 'ready to learn' strategies</p> <p>School will deliver an engaging, broad and varied curriculum</p>	<p>Reduction of behavioural incidents on CPOMS.</p> <p>Positive comments on Pupil Voice</p> <p>Pupil observation by class teacher</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within the school day.</p> <p>Teachers and support staff will plan a wide range of visits/ WOW experiences to inspire/ enhance learning and make it more memorable.</p>
More opportunities to participate in ASC such as Judo, Multisports, Dance	<p>Positive comments on Pupil Voice</p> <p>All children to partake in at least one ASC</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting activities outside the school day that will enable SEMH.</p>

## Activity in this academic year

This details how we at Belton C of E Primary School intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on challenging behaviour and attitudes to learning	PP pupils who are unable to take responsibility/ control of their behaviour will have access to learning.	4
Staff Training on Mental Health and Well-being. Senior Leader for Mental Health training (grant) Trauma training	We want to ensure that PP who have SEMH are supported successfully in order for them to be able to access their learning.	1, 4
Improved Oracy – SIP and CDP priority	All teachers will be trained in practices that provide opportunities for children to use and apply their Oracy skills and knowledge across the curriculum.	3
Working with Subject Leaders to improve/ enhance the teaching and learning within every subject.	<a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2, 4
Targeted Support	Quality first teaching with rapid intervention tailored to educational needs will be put in where necessary.	2

## Targeted academic support

Budgeted cost: £ 14,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved Maths and English core skills with a specialist Intervention Teacher/ CT  Interventions to be monitored and evaluated by CT/ HT on a termly basis.	Some of the students need targeted support to catch up.  EEF Toolkit suggests that targeted support matched to pupils with particular needs can be effective.  PP children who have SEMH needs are supported successfully in order for them to be able to access their learning.	2,3

Split Maths class in Yr ½ with CT for QFT	Ensuring that all learners have the chance of QFT in a supportive environment. Small groups have been known to benefit children with SEMH needs.	1, 2, 3, 4
Access to Oakfield resources and staff	Develop confidence in the classroom and with peers. Build self-esteem. Appropriate behaviours and strategies being learnt.	1
1:1 LSA's	To develop and implement strategies for confidence in classroom with peers. Build self-esteem. Appropriate behaviours and strategies being learnt.	1, 2, 3, 4
Funding to cover forest School sessions – provide training and resources for forest schools teacher.	Forest school is proven to work for SEMH kids, it encourages independent learning and pupils gain confidence and resilience.  <a href="https://www.forestresearch.gov.uk/search/?s=forest+schools+report">https://www.forestresearch.gov.uk/search/?s=forest+schools+report</a>	1, 4

## Wider strategies

Budgeted cost: £ 2703

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained ELSA time for all PP/ PP+ children if deemed necessary by HT and staff.  CPD for ELSA to ensure they are kept up to date with current developments.  New ELSA trained	Children continue to have emotional needs, and worries and fears well into secure placements often testing the security and boundaries around them.  Children seeing the positives in what they do will ensure that they are more confident within the classroom environment.  <a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf</a>	1, 4
Wide variety of lunchtime and ASC for children to access.	If children's attitudes to learning are poor, if they have no inspiration/ aspiration to learn then it is a challenge to improve attainment.	1, 4, 5

New playground equipment bought	If children have no interest in the clubs on offer, then they won't attend. Attitude is as important as ability as we want to inspire the children to want to learn and want to succeed.	
Financial support on trips and visits and uniform.	Enable all pupils to access residential visits for outdoor and adventurous learning and team building. Ensure no pupil is disadvantaged in terms of uniform, sports kit or equipment.	1, 4, 5
Social Skills groups and Circle of Friends intervention to support SEMH needs	Social skills groups are small groups (typically two to eight kids) led by an adult who teaches the kids how to interact appropriately with others their age. They can help kids learn conversational, friendship, and problem-solving skills. It also benefits negative behaviours.  <b>Benefits</b> <ul style="list-style-type: none"> <li>• Children negotiating with others to achieve tasks.</li> <li>• More helpful behaviour</li> <li>• Positive relationships with children in their peer group.</li> </ul>	1, 4
Calm boxes, nurture areas and resources to support children to regulate themselves.	Nurture areas are consciously planned and arranged: "to create an educational experience that is rooted in feelings of emotional security"	1, 4
Sensory circuits	With COVID 19 having a huge impact on the youngsters today we have found this as a good way to give children back a sense of routine so they are mentally and physically prepared for the day ahead.	1, 4
Team Teaching	Staff will undergo training to support children with behavioural issues. This will help diffuse any angry outbursts and support children with coping with the day ahead,	4
Breakfast Club	To ensure that children start the day with a nutritional breakfast and allow a smooth transition into school.	1, 4
Cool Milk	This will help with cognitive development and support their growth.	1, 4

**Total budgeted cost: £20,897**



## 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.

Aim A.	Objectives	Impact
Access to coun- cillor	Develop confidence in the classroom and with peers Build self-esteem	Class teachers reported greater confidence overall. It was needed especially after the second (January 2021) lockdown as anxiety levels were heightened when all pupils returned in May.
Aim B.	Objectives	Impact
Purchasing of reading resources	Reading enjoyment and confi- dence is increased	Having a greater range of 'pupil suggested' books increased the uptake of borrowing and also peer to peer recommendations.
Classroom sup- port	To implement and develop strategies for confidence in the classroom and with peers Build self-esteem Appropriate behaviours and strategies being learnt	Consistent strategies were implemented following training sessions from a behaviour specialist from Oakfield School.
Daily reading in- tervention	Increase in confidence in writ- ing and reading Gap lessened with peer group Ability to access work peers can.	There was an improvement in reading and spelling scores which then had an impact on descriptive writing. By far the greatest benefit was in the pupil's atti- tude to reading, the daily reading was continued at home, especially during the second lock-down.
CPD	Relevant training undertaken to ensure the provision for our PPG pupils is of high priority.	Challenging behaviour KS1 Mastery Maths Hub KS1 + KS2 Rainbow Spelling Safeguarding Updates Positive Handling qualifications for the whole school
Aim C.	Objective	Impact
Comprehension work in reading KS2	Vocabulary extension and un- derstanding More complex age-appropriate texts accessed	50% of the pupils who attended passed their mock reading SATs paper.
Vocabulary on all working walls  Sentence start- ers displayed	To act as a constant reminder of subject specific vocabulary with associated definitions	Pupils happier to use the correct vocabulary when discussing their work

around white boards		
<b>Aim D.</b>	<b>Objective</b>	<b>Impact</b>
Access to Oak-field resources and staff	Develop confidence in the classroom and with peers  Build self-esteem  Appropriate behaviours and strategies being learnt	Strategies that encouraged successful peer to peer interactions have had a positive impact on break times, reducing the number of reportable incidents.
<b>Aim E.</b>	<b>Objective</b>	<b>Impact</b>
Cool Milk	To help in cognitive development	Subsidised milk ensured FSM pupils had a nutritional drink that supported their growth.
Breakfast club	To start the day with a nutritional breakfast and allow a smooth transition into school.	Having a flexible approach to attending sessions ensured that some pupils who needed quiet time before school started were catered for.
Financial support on trips and visits and uniform	Enable all pupils to access residential visits for outdoor and adventurous learning and team building. Ensure no pupil is disadvantaged in terms of uniform, sports kit or equipment	All pupils had the correct P.E. kits and were able to fully participate in all sessions in and out of school.
Bikeability	To ensure road awareness and safety, helping to foster independence.	This had a positive effect on working as a team and pupils' awareness of other road users.

## 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
TTRS	TT Rockstars
Readiwriter and Mathletics	3P Learning

## Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we considered why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will continue to adjust our plan over time to secure better outcomes for pupils.

C Yendall – Pupil Premium Lead (November 2021)