

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year, to help improve the attainment of our underserved 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	Belgrave Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021-Sept 2024
Date this statement was published	October 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	J Benton
Pupil premium lead	T Clifton
Governor / Trustee lead	C Jennings

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,205
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 28,205

## Part A: Pupil premium strategy plan

### Statement of intent

The primary aim at Belgrave is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards and make the greatest progress in relation to their individual starting points.

Our key objective in using the Pupil Premium and Recovery Funding is to address any barriers identified within underserved and vulnerable groups. This may be through targeted interventions, extra adult support in class or social and emotional support. We recognise however, that not all children in receipt of Pupil Premium funding are in need of focused academic support. When this is the case, we consider the child's interests and learning profile and select opportunities that will support them in achieving their potential and aspirations. This may also include the use of the money to provide curriculum enrichment opportunities, some of which will also benefit other children within the school. The challenges are varied and there is no "one size fits all".

Our policy for Pupil Premium states that each pupil in receipt of the grant will have a significant proportion of the costs of externally sourced extra-curricular activities, day trips and residential educational visits funded. The grant also funds music tuition and the hire of the instrument for underserved and vulnerable pupils in Year 5 and 6. We consider that the range of activities that we provide have a lasting impact on pupils' achievements and well-being.

Our approach will be in response to needs and challenges as identified through rigorous assessment and an in-depth knowledge of the children, their strengths, their needs and of any specific barriers to their learning. We will provide quality first teaching for all, where learners are challenged at a level appropriate to their needs and timely interventions ensure that outcomes are the very best that they can be.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Underserved and vulnerable children in Y2 and Y3 need to make accelerated progress with phonics / reading learning due to missed time in school during the pandemic. Children have had less direct teaching time in early reading and phonics.
2	Specific barriers to learning with reading, writing and maths – extra support needed to ensure children make sufficient progress. (R,Y1,2,3,4,5)
3	Reduced vocabulary and language development due to fewer social opportunities, particularly in R, Y1,2.
4	Misconceptions in mathematics – more time needed to consolidate conceptual fluency and ensure procedural fluency. (R,Y1,2,3,4,5)
5	Social and emotional issues leading to inability to focus fully on learning; difficulty regulating behaviour leads to barriers with relationships to peers and adults in school.
6	Lack of independence and confidence/ resilience – extra-curricular activities used to build children's confidence/ independence and ensure a broad and balanced curriculum.

## 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
Underserved children have phonics/ reading skills to access wider curriculum in KS2.	Underserved children in R/KS1 pass phonics check before entering KS2 and can read confidently to access wider curriculum in years 3 – 6.
Those who are in need of phonics support/ intervention into KS2 are still provided for until they are able to apply of phonics skills.	PP Children have phonic skills needed to progress with their learning.
Upper KS2 children are in a position to access the full curriculum at the next stage in their education.	Children achieve full potential in relation to individual starting point. How we determine success will vary from child to child. Barriers and gaps are identified and provision made to address their individual needs.
Underserved children continue to make progress in maths.	Misconceptions identified and addressed. Children achieve full potential in relation to individual starting point.
Improved oral language skills and vocabulary among underserved pupils.	Assessments and observations indicate significantly improved oral language among underserved pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all learners, particularly our underserved pupils.	Sustained levels of wellbeing shown through: <ul style="list-style-type: none"> <li>• Pupil voice,</li> <li>• student and parent surveys,</li> <li>• observe interactions with peers</li> <li>• teacher observations.</li> </ul>
All learners, but particularly underserved children demonstrate improved levels of resilience and independence.	Sustained levels of resilience and independence shown through: <ul style="list-style-type: none"> <li>• Pupil voice,</li> <li>• student and parent surveys,</li> <li>• teacher observations.</li> </ul>

## 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: **£7,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of quality first teaching through new appraisal system where teachers will lead their own professional development. Maths focus academic year 2022-23.</p> <p>Funding used to support teachers with doing own research and releasing them to work across school.</p>	<p>EEF toolkit evidences a number of ways that focusing on quality first teaching can have an impact for all learners, eg: collaborative learning, metacognition. Ensure that focus areas chosen by teachers are backed by robust evidence.</p>	1,2,3,4
<p>Moderation for Y2 staff with CWAC lead moderator – develop subject knowledge and pedagogy in core subjects and become familiar with assessment frameworks.</p> <p>Moderation/ collaboration with other schools in cluster.</p> <p>Staff meeting time dedicated to moderation of writing.</p>	<p>EEF toolkit evidences a number of ways that focusing on quality first teaching can have an impact for all learners, eg: collaborative learning, metacognition. Ensure that focus areas chosen by teachers are backed by robust evidence.</p>	1,2,3,4
<p>Teacher employed to allow class teachers to work with small groups one hour per week.</p>	<p>EEF reports moderate impact (+4) for relatively low cost.</p>	1,2,3,4,5,6
<p>Parent Workshop in reading and phonics – KS1</p>	<p>Parental engagement - EEF reports moderate impact (+4) for relatively low cost.</p>	1 + 2
<p>Parent Workshop in maths – all years.</p>	<p>Parental engagement - EEF reports moderate impact (+4) for relatively low cost.</p>	2 + 4

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

Budgeted cost: **£12,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics	EEF reports high impact (+5) for relatively low cost.	1,2
Extra reading sessions/ week with TA	EEF reports very high impact (+6) for relatively low cost.	1,2
TA support in class for maths and English	EEF reports moderate impact (+4) for relatively low cost.	1,2,3,4
Use of IDL to support	<p>This resource is supported by robust research and case studies that show real impact.</p> <p><a href="https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research">https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</a></p> <p>It is our second year of using this intervention and we have seen the impact of its use.</p>	1,2,3,4

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

Budgeted cost: **£8,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA + Mental Health Champion support sessions.	EEF reports moderate impact (+4) for relatively low cost.	5,6
Music tuition paid for.	Art Participation – moderate impact (+3) for low cost.	5,6
Extra-curricular clubs paid for.	EEF reports low impact (+1) for low cost.	5,6
Residential and trips paid for.	Insufficient evidence to report on impact from EEF, possibly due to difficulty to actually quantify impact. We at Belgrave however have seen the impact that residential and trips have had on children and through children's voice know that it does make a difference.	5,6
Junior Award Scheme for Schools – underserved children will have this scheme funded for them.	Accredited learning programme for young people recognising wider achievement. <a href="https://www.jasschools.org.uk/">https://www.jasschools.org.uk/</a>	5,6
Forest School – One afternoon per week partly funded through PP to ensure all children have at least five sessions per year and access to after school club.	Improving children's self-esteem and confidence in an outdoor environment. <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	5,6

**Total budgeted cost: £ 28,750**

## 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.

Spending	Details	Impact
TA support time	KS1 and 2, support in and outside lessons.	<p>Pupils with academic barriers well supported to make progress in their learning.</p> <p>2 out of 3 pupils met the expected standard in the Year 1 Phonics Screening Check.</p> <p>3 out of 4 pupils met the expected standard across all prime and specific areas of learning at the end of Reception.</p> <p>Pupils at the end of Key Stage One continue to make good progress from their starting points.</p> <p>PP children in Y6 made good or better progress. Two met or exceeded EXS with one making outstanding progress in maths particularly. One child did not meet standards but made very good progress – parents commented on this and how pleased they were with how ready she was for transition to next stage.</p>
Residentials and school trips	<p>Residentials - parents pay deposit only.</p> <p>Other day trips also funded through PP.</p>	<p>Trips and residential programme now back to pre-pandemic routines. Y3 – Delamere, Y4 – Tatttenhall, Y5 – Conway, Y6 - London</p> <p>“All the trips and residentials help us become more confident and have fun!” Y5 child</p>
Music Tuition	Y5, 6	Allows PP children access to wider curriculum and develops cultural capital.



Phonics Sessions	R and Y1	<p>Delivered by experienced TA with expertise in this area – 2 out of 3 pupils met the expected standard in the Year 1 Phonics Screening Check.</p> <p>“The phonics sessions help us to read and spell words.” Y1 child</p> <p>“I like doing writing in small groups.” Y1 child</p>
Y6 Group Work	Class teacher released to work with focus groups.	<p>PP children in Y6 made good or better progress. Two met or exceeded EXS with one making outstanding progress in maths particularly. One child did not meet standards but made very good progress – parents commented on this and how pleased they were with how ready she was for transition to next stage.</p>
ELSA	<p>1:1 and small group work.</p> <p>3 hrs/ week in total.</p>	<p>ELSA sessions continue to have a positive impact on many pupils here at Belgrave. Pupil voice responses evidence this:</p> <p>“ELSA sessions are fun because we get to express our feelings.” Y6 child</p> <p>“They [ELSA sessions] build up our energy to work.” Y6 child</p> <p>During lockdown the ELSA made weekly phone calls to all vulnerable children to check on wellbeing.</p>
<p>Rockstar Times Tables</p> <p>RM Easimaths.</p> <p>Spelling Shed.</p>	<p>Software to support maths and spelling – children also able to access at home.</p>	<p>These were particularly valuable during lockdown – PP children had good levels of engagement during lockdown and these programmes were easy for children to access at home. They also provided a vital part of the provision within school during this challenging time.</p>
Use of IDL to support barriers in maths and English.	<p>Used as both diagnostic and to address barriers. Children able to use both in school and at home.</p>	<p>Year 4 pupils</p> <p>“It helps me be more confident in my spelling when I am writing.”</p> <p>“I am better at my writing now because I practise every day.”</p>

<p>Use of teacher to allow teachers to lead interventions.</p>	<p>Used from year 1 – 6 this gave teacher 1 hour/ week to address misconceptions and intervene swiftly with children who needed support.</p>	<p>Dynamic approach working well. Used to address key misconceptions in maths at point of misunderstanding. Also used to support with writing CPD project. Teachers reported good impact particularly with progress in Y4 and 5 with writing.</p>
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## What worked well 2021-22:

- Individual tracking for each Pupil in receipt of Pupil Premium which is added to termly.
- Pupil Premium lead to share whole school view of progress with staff and governors termly.
- Dedicated governor has had close links with lead throughout the year.
- Teaching assistant time allocated to specific Pupil Premium children – both in class support and additional 1:1 or small group sessions. Non-academic sessions, such as play-based social groups ensures children 'ready to learn'; real benefit seen in social development.
- Early intervention phonics sessions in reception – impact seen in willingness to engage in mark making activities and basic application of phonics.
- Pupil participation in marking and self –assessment. Important to have one to one and small group time to review learning and listening to pupils concerns and achievements.
- Funding of curricular enrichment activities such as trips and music tuition give children opportunities to access a broad and balanced curriculum.
- Purchasing of RM Easimaths and Times Table Rockstars – impact throughout whole of KS2; impact on children's times tables knowledge; children have mentioned impact they feel it has had themselves, both PP, non-PP and SEND.
- IDL used to support children with barriers. Children able to use independently and at home and becoming more confident applying these skills.
- ELSA (Emotional and Social Support Assistant) KS2 – Teaching Assistant training and weekly sessions used to support children with specific emotional needs – this evidenced through pupil voice – children mentioned sessions in termly reflections.
- Pupil progress meeting focused on barriers to learning and next steps.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

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