

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	Belham Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	13% (53 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 to 2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Liz Cohen (Head Teacher)
Pupil premium lead	Nancy Wayman (Senior Leader responsible for Pupil Premium)
Governor / Trustee lead	Tim Hallan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,524.00
Recovery premium funding allocation this academic year	£6,525.00
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	£77,049.00

Part A: Pupil premium strategy plan

Statement of intent

School Vision

'A school at the heart of the community, offering outstanding learning within a glittering curriculum where everyone matters'

The main intention at The Belham is that all pupils, regardless of their circumstances, should make good progress across the curriculum. We endeavour to achieve this through high quality teaching, targeted academic support and wider opportunities that support children's ability to see themselves as knowledgeable about and successful in the wider world.

Principles behind the use of Pupil Premium funding at The Belham:

Based on the research and factors outlined above, Pupil Premium funding is used to address the issues that these pupils face. At The Belham, we make use of evidenced best practice and interventions. Good practice in supporting the achievement of Pupil Premium children centres on Quality First Teaching. Research from The Great Teacher Toolkit Evidence Review, The Sutton Trust, the Education Endowment Foundation and John Hattie are clear about which interventions have the most effect on pupil's learning.

- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
- https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F

The Belham has an absolute commitment to providing Quality First Teaching and learning in all classes and for all children. Our glittering curriculum is designed to reflect the experiences and lives of our pupils so they feel fully involved in their learning and therefore feel they can achieve highly. It provides academic opportunities for all pupils, regardless of social and cultural background and individual circumstances. Both curriculum and consistently outstanding teaching that pays attention to the needs of every child as an individual, together, are the most effective ways of raising attainment. Therefore, The Belham's main expenditure will be on improving classroom practice through sustained professional development and training.

Wider school plans for educational recovery, post-Covid, include targeted support through School -Led tutoring for all children in receipt of Pupil Premium funding and other children who, after baseline assessments, appear to have been affected most severely. There is an extensive extended school offer in which all pupils have access to a wide range of opportunities and experiences.

Challenges

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

Challenge number	Detail of challenge
1	Writing and Reading progress, particularly for children in receipt of PP who do not also have SEN.
2	Maths progress
3	High level of behavioural and speaking and listening issues in our EYFS cohort impacts children's readiness to learn. Possibly related to the COVID 19 pandemic.
4	Attendance for disadvantaged pupils is lower than other groups in the school.
5	Enrichment – lack of access to wider opportunities outside school.

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
High quality teaching for all children.	<p>New phonics scheme to link with reading book scheme in EYFS and KSI - Little Wandle phonics</p> <p>Lessons 'good' or better throughout the school.</p> <p>Improved At+ results at year end in Maths, Reading, Writing and Combined.</p> <p>Well-considered CPD programme for teachers in place, including:</p> <ul style="list-style-type: none"> • Oracy CPD for all teachers • CPD on Maths journaling to support thorough understanding of concepts for all children. • Writing moderation more frequent and a focus for CPD sessions to ensure

	<p>better understanding from all teachers of next steps.</p> <p>NELI intervention in EYFS</p> <p>Teachers will be well supported to develop good practice through participation with ECT and NPQ frameworks.</p> <p>TA and inclusion assistant support well deployed for greatest need in conjunction with SENCO.</p> <p>School -led tutor in place for catch-up lessons for children in most need.</p>
<p>Consistently good attendance – equal to all other children.</p>	<p>PP attendance equal to that of other children See attendance figures below – good improvement so far. (20-21: 83.74% / 21-22: 92.23% / 22-23: 94.21%)</p> <p>New parent liaison role in the office to build good relationships with parents.</p> <p>Support for school uniform, P.E.kit and equipment as needed.</p> <p>Breakfast and After School places, if possible, as needed.</p> <p>Exciting curriculum lessons - children will want to come to school.</p> <p>Triangulation of attendance, learning behaviour and Early Help provision through SENDCO and HLTA Inclusion assistants to ensure targeted and co-ordinated support.</p>
<p>Children will be supported to develop appropriate learning behaviours and aspirational attitudes to learning in school.</p>	<p>School wide behaviour policy review and CPD with Teachers, TAs, Lunch time staff and all adults - now focussed on positive value-led narrative. Introduction of 'structured conversation'.</p> <p>Amendments as appropriate for EYFS - personalised plans for some and incidents will be reduced.</p>

	<p>Pupil/teacher conversations termly. To include both curricular and non-curricular agenda. Teachers will know pupils well and be able to challenge barriers. Children will have clearer focus on outcomes and how to achieve them.</p>
<p>To have built home/school relationships so that families are fully engaged with the school, ensuring that they can access all the enrichment opportunities on offer.</p>	<p>Family engagement focus to ensure parity of opportunity for all children by:</p> <ul style="list-style-type: none"> ● Two free after school clubs in yr 3 (one run by class teachers). ● Instrumental tuition in small group free for yr 3 children - half price thereafter. ● Reading and music coffee mornings - Parents will report that they feel more confident in supporting their child to read having attended these coffee mornings. <p>Liaison with FoB to combine social and educational offer out of school hours.</p>
<p>Enrichment</p>	<p>Music mentor/Play leader/Sports leader roles established to support all children and provide leadership opportunities.</p> <p>Subsidies for:</p> <ul style="list-style-type: none"> ● school trips ● Breakfast and After School club places ● Instrumental tuition ● Reading books – 3 a year given to children from a list to ensure high-quality text exposure.
<p>Active promotion of the school's Pupil Premium offer.</p>	<p>All parents are aware of the School's Pupil Premium offer and all eligible families are able to take it up.</p> <p>Admin team to encourage and follow up on PP applications.</p>
<p>All children able to access education – even in remote circumstances</p>	<p>Computers and ipads purchased and loaned to families during periods of lockdown.</p>

	<p>Remote support to ensure all families understand the system and how it works.</p> <p>Access to wifi service in order for all children to participate in homework activities/practising skills.</p>
--	---

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: £ 42,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers and TAs</p> <ul style="list-style-type: none"> - All staff completed EEF metacognition course - CPD this year on how we work with this knowledge and ensure impact in planning and delivery of lessons. - Behaviour work based on EEF research (amongst others) and school values - amended policy, training for all staff on values led modelling to ensure consistency: stickers, postcards home, structured conversations, reporting via MIS - Subsequent discussion with SenCo and CLT after high level incidents to offer support and intervention - Curriculum work with AHT and Subject leaders on progression through school, expectations in lessons and books, holding others to account - After last year's work on the curriculum itself, progression and long term planning, the follow up for subject leaders in 'holding others to account' is how we will make progress this year. - Maths journaling - CPD and cover for others to see this and for Maths Lead to deliver this. 	<p>https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>When the Adults Change, Everything Changes by Paul Dix</p> <p>https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1674212273</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Lite</p>	<p>1,2,3</p>

<ul style="list-style-type: none"> - CLT learning walks (termly) with Maths and English focus. Feedback to teachers and sharing of 'best practice' for support. - Guided Reading support from English lead and CPD on reading culture for all teachers. - Monitoring of guided reading provision by Literacy Lead and SLT. - CPD structure course for AHT (T and L) and Literacy Lead to ensure that CPD plan is thorough and well planned. - Writing CPD planning and delivery for all class teachers - by Literacy Lead and AHT (T and L) - Coaching work with ECTs – supported by LSTSA. - New Mentors trained to ensure continuity and adequate provision for year 1 and 2 ECTs. - Continued CPD time to ensure adequate understanding of PP issues, the individual children and their specific needs. - New phonics programme and training for this. - This is in place and running well. Two new teachers in EYFS and Yr 1 means need for cover for ongoing training (observations, support etc). - Phase Leader time to ensure this is good quality, experienced support. 	<p>racy KSI Guidance Report 2020.pdf?v=1674212311</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p>	
		1,2,3,4

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

Budgeted cost: £ 18,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School – led tutoring (20-21)</p> <ul style="list-style-type: none"> - NTP for 45 children from yrs 1-6 in English and Maths in years 1-6. - Catch Up literacy and maths programmes delivered by school staff – English (incl. phonics) - <p>School -Led tutoring - one tutor (21-22)</p> <ul style="list-style-type: none"> - now one teacher known to us.Yrs 2-6 - close contact with class teachers and flexibility to adapt for individuals - First data point due end Autumn 22. Then modify intervention according to need. - Who is not getting EXS? Cross over with SEN and PP children 	<p>One to one tuition report EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3,4</p>
<p>Intervention Groups</p> <ul style="list-style-type: none"> - Alpha to Omega - NELI for S and L in EYFS - Nurture group - Focus groups led by TAs - eg Maths in yr 5-6 - Parent readers 	<p>https://d2tic4wv0l1usb.cloudfront.net/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>Oracy/Speaking and Listening https://www.esu.org/oracy/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects</p>	<p>1,2,3</p>

<ul style="list-style-type: none"> - TA deployment - year group according to need. A number of children awaiting EHCP provision in yr 2 for whom we provide 1:1. 	<p>/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&utm_medium=search&utm_campaign=site_search&search_term=Language%20intervention</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf?v=1667660297</p>	
<p>Devices to families (21-22)</p> <ul style="list-style-type: none"> - Survey to parents for assessment of need <p>22-23:</p> <ul style="list-style-type: none"> - CLT to decide how to proceed and implement (not only remote education but ongoing home learning access). - wifi/dongles - survey parents - clubs for h/w type activities online so as to insist chn do TTRS and Bedrock 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf</p>	1,2
<p>HLTA Early Help work</p> <ul style="list-style-type: none"> - Support for children who need to improve learning behaviours. Detailed work triangulating classroom behaviour with particular lessons, attendance and other knowledge of children's individual situations. - Ongoing - 3 x HLTA support for small group intervention - Outside agency (behaviour unit) support for two pupils 	<p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>Relationships with parents and their feedback. Children's relationships with HLTAs.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1667748423</p>	

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

Budgeted cost: £ 16,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Engagement project</p> <ul style="list-style-type: none"> - Yr 3 pilot. - Two free after school clubs – one is teacher led. - Free instrumental tuition for a year. - Teacher conversations to assess whether or not engagement and attendance has improved. - Tracking impact of this - will be followed up in progress meetings. - new attendance role in office alongside family liaison dedicated member of staff. - Social engagement opportunities for families. - Free books at Christmas also includes 'family group' cooking session. - Alleyn's Academy - ongoing - Different methods of contact. - EYFS coffee morning/breakfast reading once a week. - Parent and pupil questionnaire. Annually - to ascertain what families believe they need and what school is able to do. 	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Our own parent survey</p> <p>https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/</p>	3,4,5
<p>Subsidised before and after school clubs</p> <ul style="list-style-type: none"> - Children in receipt of Pupil Premium funding are eligible for subsidised wrap around care. - Children can take part in one After School Club free of charge subject to availability. 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	4,5
<p>Subsidised instrumental lessons</p> <ul style="list-style-type: none"> - Children in receipt of Pupil Premium funding are eligible for one term of free 	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance/Arts_Education_Review.pdf</p>	5

<p>instrumental tuition and half price tuition for subsequent terms.</p> <ul style="list-style-type: none"> - Teacher conversations to assess whether or not engagement and attendance has improved. - Tracking impact of this - will be followed up in progress meetings. 	<p><i>The Impact of Instrumental Learning on Attainment (Susan Hallam and Kevin Rogers 2016)</i></p> <p><i>Schellenberg (Music Lessons enhance IQ, 2004 and Music and Cognitive Abilities, 2005).</i></p>	
<p>Subsidised trips</p> <ul style="list-style-type: none"> - Learning outside the classroom trips are subsidised on an ad hoc basis according to need. - Residential trips in year 5 or 6 are subsidised both the cost of the trip and any necessary clothing or equipment. 	<p>HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.</p> <p>https://www.hse.gov.uk/services/education/school-trips.pdf</p> <p>https://www.lotc.org.uk/category/research/</p>	5
<p>Free books to children</p> <ul style="list-style-type: none"> - Support to choose books from English lead and experienced teachers in each phase along with advice from reputed children's book sellers. - Social engagement to ascertain parent support needs and build relationships. 	<p>Data in school on reading progress</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</p>	1,5
<p>Attendance monitoring</p> <ul style="list-style-type: none"> - Analysis of children whose attendance is lower than other children. - Part of SIP. Now includes dedicated admin support for relationship building and 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	4

<p>follow up conversations with families. To include formal letters to challenge poor attendance.</p> <ul style="list-style-type: none"> - Aim to ensure attendance of children in receipt of PP is in line with all others. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
<p>Behaviour Policy amendments</p>		

Total budgeted cost: £ 77,000.00

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 and 2021-22 academic year.

2021-22

Yr group	PP total	PP with SEN	% At and At + GLD in EYFS		No. Expected progress (All PP)		No. Improved progress (All PP)	
R	8	5	3		N/A		N/A	
1	5	2	R	2	R	5	R	0
			W	2	W	4	W	0
			M	3	M	2	M	2
3	5	2	R	0	R	5	R	0
			W	0	W	4	W	0
			M	0	M	5	M	0
4	5	3	R	2	R	2	R	3
			W	2	W	4	W	1
			M	3	M	1	M	4
5	5	4	R	3	R	4	R	1
			W	1	W	5	W	0
			M	1	M	5	M	0

Yr 6 21-22

Pupil Premium 15 chn 3/15 SEN and PP	% PP EXS or GDS
Reading	80%
Writing	40%
GPS	60%
Maths	47%
Combined	40%

Yr 2 21-22 (Teacher Assessment)

Pupil Premium 5 children	% PP EXS or GDS
Reading	50%
Writing	75%
Maths	75%

1:1 tuition - School-led tutoring (after Feb half term). 50 children took part.

CPD - metacognition, Behaviour, Guided Reading, Coaching for ECTs and Mentors, Long Term Planning, Subject Leaders in progression mapping.

Early Help - HLTA and SENCO triangulation of behaviour for learning, attendance data and interventions.

Clubs uptake: BASC: 19 children After School Activity: 46 children
Instrumental Music Lessons: 16 children had subsidised music lessons.
Family Engagement project: 208 books distributed/5 children took part in 1 year of free instrumental tuition

2020-21

Steps progress data 2020-21 (Teacher assessments – no KSI or 2 SATS data)

PP numbers in every year group are less than 15

Year	Subject	Steps Progress Numbers at EXS and at GDS
EYFS	Physical devel, Personal, Social and Emotional, Communication and Language, Reading, Writing, Maths	Working Below: 50% Good Level of Development: 50%
1	Reading	6.33
	Writing	5.67
	Maths	6.33
2	Reading	5
	Writing	5.33
	Maths	5.34
3	Reading	6.5
	Writing	6.25
	Maths	6.5
4	Reading	4.4
	Writing	2.2
	Maths	3.6
5	Reading	6.33
	Writing	5.16
	Maths	6.09
6	Reading	6.33
	Writing	6.25
	Maths	5.63

Vouchers/food parcels: Southwark food vouchers for children not taking up a school place; our own parent association (FoB) £1200 in March 2020; 28 families (55 children) received a Christmas parcel in 2020

Stationery: packs of stationery (exercise books, pens etc) given on request for home learning periods

Clubs uptake: Early Birds – 9 children/Owls – 15 children/After school activity clubs

Instrumental Music lessons: 15 subsidised instrumental places and online in lockdown.

1:1 tuition – NTP (government approved and subsidised) 36 children took part. Average improvement in achievement was 31%. 13 children

made 85% + improvement in assessment tests.

Catch up Numeracy and Literacy programmes: training for 4 TAs and English Lead/ 10 children in each year from yr 2-6 took part/Enhanced S and L provision in EYFS – training for TA on Nuffield Early Language Intervention programme

Devices to homes: 26 devices out to families during 2021 lockdowns/23 devices given by DfE/ 20 devices from Friends of Belham (parent organisation)/3 x Chrome books and 20 licences and trolley purchased by the school/2 laptops donated by a parent/devices given to teachers and TAs to facilitate planning and feedback for home learning.

Online resources: Additional online learning resources purchased: Rising Stars Online to support children reading at home/Numbots for the younger year groups to practise number facts.

Lockdown school attendance: number of PP children taking up a place at school

Attendance figures

2020-21	No. of chn	Attendance %	Authorised absence	Unauthorised absence
PP	45	83.74	15.6	0.66
Other	379	97.05	1.98	0.97
2021-22	No. of chn	Attendance %	Authorised absence	Unauthorised absence
PP	53	92.23	6.99	0.78
Other	354	95.2	4.34	0.46
2022-23 (Aut 1)	No. of chn	Attendance %	Authorised absence	Unauthorised absence
PP	54	94.21	4.8	0.78
Other	351	97.09	2.37	0.54

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
N/A	
N/A	

Service pupil premium funding (optional)

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

Measure	Details
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)

--