

## 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	399
Proportion (%) of pupil premium eligible pupils	11% (45 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 to 2022-2023
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Elizabeth Cohen (Head Teacher)
Pupil premium lead	Nancy Wayman (Senior Leader responsible for Pupil Premium)
Governor / Trustee lead	Megan Cross

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,118.00
Recovery premium funding allocation this academic year	£ 5,510.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 00.00
<b>Total budget for this academic year</b>	<b>£ 64,628.00</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

## 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. We do this through our extensive before and after school provision, engagement with reading and both whole class and peripatetic music provision. We are also conducting a small research project to promote family engagement with school through reading and music.

#### **Main Barriers to Educational Achievement:**

Three main categories of barriers to educational achievement, which Pupil Premium funding is designed to address, have been identified:

- Pupil attitudes
- School factors
- Home and personal circumstances

#### Pupil attitudes:

Low expectations of themselves lead to pupil frustration and poor achievement (Brophy, 1998). Children who are not achieving well at school come to believe that they cannot achieve, leading to the 'cycle of failure' syndrome.

#### School Factors:

Unconscious bias and assumptions for pupils from differing backgrounds to teachers can lead to differing expectations for achievement (Lumsden, 2000). The design of the school curriculum can also feed into the cycle of underachievement: if children perceive the curriculum as divorced from their own life and experiences, they will find it more difficult to engage and achieve to their full capacity. The school curriculum needs to provide academic opportunities for all pupils, regardless of social and cultural background and individual circumstances. Together with these is the quality of teaching – the single most effective way of raising attainment is to have consistently outstanding teaching that pays attention to the needs of every child as an individual.

#### Home and personal circumstances:

High mobility in a family, a low level of parental education and family poverty all have a demonstrable effect on school achievement (Arroyo, Rhoad and Drew, 1999). Children who live with these situations are far more likely to become detached from the educational process, leading to low academic attainment.

#### **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](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. This is the guiding principle when allocating spending of Pupil Premium income. 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 the National Tutoring Programme for all children in receipt of Pupil Premium funding and other children who, after baseline assessments, appear to have been affected most severely.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Enrichment – lack of opportunities in children's lives outside school
3	Access to education when remote learning and access to home learning programmes that we promote: for language learning (Bedrock); Maths fluency (Mathletics); and MFL (languagenut).
4	Reading - progress in later stages
5	Maths progress

## 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.	Lessons 'good' or better throughout the school. Well-considered CPD programme for teachers

	<p>ECT – coaching training for mentors</p> <p>TA support well deployed for greatest need in conjunction with SENDCO.</p> <p>School -led tutor in place for catch-up lessons for children in most need.</p> <p>Reading volunteers and focus on 1:1 reading with TA or teacher for children identified as needing to make better progress.</p>
<p>Consistently good attendance – equal to all other children.</p>	<p>PP attendance equal to that of other children (yr 2020-21: Non PP = 97.05%/PP = 83.74%. As of Dec 21: Non PP 96.5%/PP 93.34%)</p> <p>Support for school uniform, P.E. kit and equipment as needed.</p> <p>Exciting curriculum lessons so that children want to come to school.</p> <p>Subsidised breakfast and after school club provision</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>Families fully engaged with the school.</p>	<p>Family engagement project to ensure parity of opportunity for all children by:</p> <p>Two free after school clubs in yr 3 (one run by class teachers – see children focussed aim below).</p> <p>Instrumental tuition in small group free for yr 3 chn</p> <p>Reading and music coffee mornings</p>
<p>Enrichment</p>	<p>Music mentor roles established to support all children and provide leadership opportunities.</p> <p>Subsidised school trips and residential (yr 5 or 6)</p> <p>Subsidised After School Club places.</p>

	<p>Subsidised Instrumental tuition</p> <p>Reading books – 3 a year given to children from a list to ensure high -quality text exposure.</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>Children engaged and target focussed</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>Actively promote School's Pupil Premium offer.</p>	<p>All parents are aware of the School's Pupil Premium offer.</p> <p>Create new comms plan to encourage parents to apply.</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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers and TAs</p> <ul style="list-style-type: none"> <li>- EEF Metacognition course for all teachers and TAs</li> <li>- Behaviour work based on EEF research (amongst others) and school values</li> <li>- Curriculum work with AHT and Subject leaders on progression through school, expectations in lessons and books, holding others to account</li> <li>- Guided Reading support from English lead</li> <li>- Coaching work with ECTs – supported by LSTSA</li> <li>- Support for new teachers in yr 5 and 6 (data suggests these are year groups that needs to make better progress)</li> <li>- New phonics programme and training for this</li> <li>-</li> </ul>	<p><a href="https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/">https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	4, 5
<p>HLTA Early Help work</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Relationships with parents and their feedback. Children’s relationships with HLTAs.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a></p>	1, 3, 4, 5

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

*Budgeted cost: £ 5,847.48 PLUS cost of devices awaited*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School – led tutoring <ul style="list-style-type: none"> <li>- NTP for 45 children from yrs 1-6 in English and Maths in years 1-6.</li> <li>- Catch Up literacy and maths programmes delivered by school staff – English (incl. phonics)</li> <li>-</li> </ul>	One to one tuition report EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	4, 5
Teaching Assistants <ul style="list-style-type: none"> <li>- Small phonics groups R – 2 according to ongoing teacher AfL</li> <li>- Reading 1:1</li> <li>- Maths out of year learning</li> <li>-</li> </ul>		4, 5

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

*Budgeted cost: £ 25,635*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devices to families <ul style="list-style-type: none"> <li>- Survey to parents for assessment of need</li> <li>- CLT to decide how to proceed and implement (not only remote education but ongoing home learning access).</li> <li>-</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf</a>	3, 4, 5
Family Engagement project <ul style="list-style-type: none"> <li>- Yr 3 pilot.</li> <li>- Two free after school clubs – one is teacher led.</li> <li>- Free instrumental tuition for a year.</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a>	1, 2

<ul style="list-style-type: none"> <li>- Social engagement opportunities for families.</li> <li>- Different methods of contact.</li> <li>- Parent and pupil questionnaire.</li> </ul>	<p>Our own parent survey And evidence below for instrumental lessons</p>	
<p>Subsidised before and after school clubs</p> <ul style="list-style-type: none"> <li>- Children in receipt of Pupil Premium funding are eligible for subsidised wrap around care.</li> <li>- Children can take part in one After School Club free of charge subject to availability.</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a></p>	1
<p>Subsidised instrumental lessons</p> <ul style="list-style-type: none"> <li>- Children in receipt of Pupil Premium funding are eligible for one term of free instrumental tuition and half price tuition for subsequent terms.</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</a></p> <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>	2
<p>Subsidised trips</p> <ul style="list-style-type: none"> <li>- Learning outside the classroom trips are subsidised on an ad hoc basis according to need.</li> <li>- Residential trips in year 5 or 6 are subsidised both the cost of the trip and any necessary clothing or equipment.</li> </ul>	<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><a href="https://www.hse.gov.uk/services/education/school-trips.pdf">https://www.hse.gov.uk/services/education/school-trips.pdf</a></p> <p><a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a></p>	1, 2
<p>Free books to children</p> <ul style="list-style-type: none"> <li>- Support to choose books from English lead and experienced teachers in each phase along with advice from reputed children’s book sellers.</li> <li>- Social engagement to ascertain parent support needs and build relationships.</li> </ul>	<p>Data in school on reading progress</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	2

	<a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a>	
Attendance monitoring <ul style="list-style-type: none"> <li>- Analysis of children whose attendance is lower than other children.</li> <li>- Dedicated admin support for follow up conversations with families.</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a>	1, 4, 5

**Total budgeted cost: £ 64,482.48**

## 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.

<b>Steps progress data 2020-21 (Teacher assessments – no KSI or 2 SATS data)</b>		
<i>PP numbers in every year group are less than 15</i>		
<b>Year</b>	<b>Subject</b>	<b>Steps Progress</b>
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
<p><b>Vouchers/food parcels:</b> 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</p> <p><b>Stationery:</b> packs of stationery (exercise books, pens etc) given on request for home learning periods</p> <p><b>Clubs uptake:</b> Early Birds – 9 children/Owls – 15 children/After school activity clubs</p> <p><b>Instrumental Music lessons:</b> 15 subsidised instrumental places and online in lockdown.</p> <p><b>1:1 tuition</b> – NTP (government approved and subsidised) 36 children took part. Average improvement in achievement was 31%. 13 children made 85% + improvement in assessment tests.</p>		

**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** (2021-22 only includes Sep - Dec)

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	45	93.34	6.42	0.24
Other	354	96.54	3.3	0.25

## 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
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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)**

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