

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:	Bellfield Primary School
Number of pupils in school	232 inc. nursery
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Anna Howard
Pupil premium lead	Diana Driver
Governor / Trustee lead	Graham Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560.00
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£71,520.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for disadvantaged pupils at Bellfield Primary School is to meet or exceed national expected progress rates in order to reach age related expectations at the end of Year 6, therefore being secondary ready. Evidence shows that a proportion of our disadvantaged children face additional challenges in reaching their potential and without support, do not perform as well as other pupils.

We believe quality first teaching is paramount. Our combination of specific CPD, interventions, plans and support will lead to challenges being significantly reduced and our children will therefore become much more confident which will enable them to perform at a higher standard.

At Bellfield Primary School, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment therefore our priorities are centred around meeting the needs of the whole child. We aim to address SEMH concerns within our bespoke well-being offer through high quality support and intervention using a restorative approach.

The Senior Leadership Team have a clear overview of how the funding is being allocated and we are strong as a team to know that this will make a difference to the outcomes of pupils. We also believe that by having well targeted support to improve attendance and links with families will increase confidence and outcomes.

The high profile of disadvantaged pupils ensures stakeholders are fully aware of their needs and of the support that is available. Staff are made aware of the data surrounding disadvantaged pupils and the responses that are possible. All staff have professional respect for the school's pupil premium project and its outcome.

Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Financial support is given to ensure all pupils have full access to broad educational experiences.

We ensure that we have high expectations for disadvantaged pupils. Starting points are taken note of along with the potential in order to ensure even greater gains in their learning for these children

Challenges

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

Challenge number	Detail of challenge
1	Limited experience of early and wider reading at home.
2	Poor oral skills and limited access to a wide range of vocabulary.
3	Increasing number of children presenting with social, emotional and mental health issues.

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 improve phonic skills for pupils eligible for PP across Key Stage One and FS.	Aim for 95% meeting the standards expected in the Year 1 phonic check.
Increase the range and complexity of vocabulary used in general school life.	Maintain the high % of PP children meeting national expectations by the end KS2.
Improve the confidence in pupils that are eligible for PP across all the key stages - (personal develop and wellbeing).	Pupil questionnaires show an increase in the amount of children who say they are confident in all aspects of school life.

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: £44,495.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to work with targeted children for extra phonics (4 x afternoons per week).	<ul style="list-style-type: none"> ✓ Provide a bespoke curriculum for PP children. ✓ Assessments demonstrate high level of impact from targeted support. ✓ Phonics expertise can be disseminated across staff to ensure consistency in approach 	1,2
Additional teacher to work with targeted children (5) for small group intervention in Literacy skills.	<ul style="list-style-type: none"> ✓ Assessments demonstrate high level of impact from targeted support. ✓ Evidence shows that children work more effectively in smaller groups 	1,2
Whole Staff CPD for revised phonic programme.	<ul style="list-style-type: none"> ✓ 95% of children achieve the pass mark for the phonic test by the end of Year 1. ✓ High quality whole staff CPD is essential to follow EEF principles. 	1

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

Budgeted cost: £19,831.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 speech and language provided by external	<ul style="list-style-type: none"> ✓ Assessments demonstrate high level of impact from targeted support. 	1,2

service for 9 PP children.	<ul style="list-style-type: none"> ✓ Breadth of vocabulary unlikely to reflect experiences on entry to reception ✓ KS1 children unlikely to use talk to connect ideas – to improve language and communication skills. 	
Additional speech and language programme deliver to 9 PP children.	<ul style="list-style-type: none"> ✓ Assessments demonstrate high level of impact from targeted support. ✓ KS1 children unlikely to use talk to connect ideas – to improve language and communication skills. 	1,2
Staff CPD (x8) to train staff in provided whole staff speech and language to the whole of EYFS and year 1.	<ul style="list-style-type: none"> ✓ Assessments demonstrate high level of impact from targeted support. ✓ KS1 children unlikely to use talk to connect ideas – to improve language and communication skills. 	1,2
Purchase all year 6 children a laptop, protection bag and school charging trolley to prepare them for secondary school and real life	<ul style="list-style-type: none"> ✓ By allowing the children access to IT throughout the day we are preparing them for life in secondary school and beyond. 	2
See Saw to support both in school and home learning	<ul style="list-style-type: none"> ✓ This will allow blended learning to continue when children are working from home. 	2
Providing good quality texts for children to read both in and out of school.	<ul style="list-style-type: none"> ✓ All children need to be given the opportunity to have a good quality text to read and share with family members. 	1,2

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

Budgeted cost: £9775.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two emotional well-being workers employed to be a consistent and constant support throughout the day for children who need it. This extends to family support.</p>	<ul style="list-style-type: none"> ✓ Children to be provided with a wide range of strategies to help them deal with a range of situations. This includes the intrinsic use restorative circles ✓ Questionnaires demonstrate an increase in children's overall confidence. ✓ Children are increasingly ready to learn. 	<p>3</p>
<p>Well-being and mental health support at break times and lunchtimes through the use of the 'Common Room' leading interactive games and activities</p>	<ul style="list-style-type: none"> ✓ Creating a therapeutic environment supports pupils to be calmer and self-regulate which in turn supports their well-being ✓ During break times and lunchtimes we have a range of areas both indoors and outdoors where our pupils can access a range of activities to support their enrichment and well-being during unstructured times. 	<p>3</p>
<p>Early morning drop off from 7.30am onwards to help working parents</p>	<ul style="list-style-type: none"> ✓ Supporting wellbeing of PP pupils and families ensuring pupils are ready to learn through having breakfast. ✓ Developing life and social skills through interaction with their peers. ✓ Attendance monitored at breakfast club to show how this may have supported attendance and punctuality. 	<p>2,3</p>
<p>Trips to support children's learning and minibus to be able to take them.</p>	<ul style="list-style-type: none"> ✓ It allows them to experience the wider world. They inspire the children and not only enhance learning and understanding but also pupils' social and personal development. Our children need to immerse themselves 	<p>2,3</p>

	in new, different and exciting environments. They benefit our children who have a more kinaesthetic, sensory or visual way of learning.	
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Total budgeted cost: £74,101.00

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 academic year.

During the academic year 2020/2021 the non-pupil premium/pupil premium gaps were as follows (across the whole school)

Reading 4% (1 child)

Writing No gap at all.

Maths 3% (1 child)

With a difference of 7% for the phonic test.

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

Further information (optional)

Despite national restrictions in place the year the children were still engaged in a wide range of trips and sporting activities. This included:

- *A year 5/6 residential.*
- *SEND/Disadvantaged sporting events.*
- *A wide range of city wide sporting events – virtual/non-virtual*
- *Virtual experiences provided by the Jorvic Centre in York.*
- *Virtual talks with real life authors.*