

# Pupil premium strategy statement – Belvedere Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Belvedere Infant School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	27.4%
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	21/11/23
Date on which it will be reviewed	1/11/24
Statement authorised by	Laura Williams
Pupil premium lead	Kelly Sevenoaks
Governor / Trustee lead	Rebecca Hipkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,670.00
Recovery premium funding allocation this academic year	£10,730.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£118,400.00

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or personal circumstances, make good progress and achieve at least age related attainment across all subjects. We want to ensure that they are fully prepared for their next stage of schooling – KS2 ready. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal irrespective of their starting point.*

*We will consider the needs of all vulnerable children across our school. This might include supporting children who have or have had a social worker, children who have low attendance or who have emotional needs.*

*We will ensure that we expand the cultural capital of our children, by widening their experiences such as visiting a theatre, museum or gallery.*

*High quality teaching is at the core of our approach. Staff plan specifically for their children to ensure they have the required support to make progress across the curriculum.*

*Our strategy includes a wider school plan for education recovery. Additional funding from the recovery premium and school led tutoring funding means that following assessment, we are able to provide targeted support for the worst affected.*

*We will be responsive to the children's needs using robust diagnostic assessment. To ensure our statement is effective we will:*

- *Ensure disadvantaged pupils are challenged in the work that they're set*
- *Act early to intervene at the point need is identified*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve*

For all of our pupils (disadvantaged and not) we aim to enhance oral language skills, address SEMH concerns within our well-being offer, improve motor skills, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments on entry to Reception and to Nursery show that DA children arrive with below age related levels of language and communication which has an impact across the curriculum and throughout their education as they progress through the infant school.
2	KS1 reading attainment data shows a gap between DA and non DA children
3	KS1 phonics outcomes for DA pupils are lower than non DA pupils
4	KS1 maths attainment data shows a gap between DA and non DA children
5	Improving attendance and punctuality, in particular those who are DA children as their % is overall lower than their peers.
6	Parent engagement and lack of financial resources to provide children with broad opportunities and life experiences which impacts on wellbeing for all pupils in the school, particular our DA children

## 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
Improved oral and language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations show evidence of significantly improved language and engagement in lessons across the curriculum and in book scrutiny.</p> <p>All children, including those from disadvantaged groups, will be able to access the new literacy curriculum, CUSP.</p> <p>Teachers will have training to deliver CUSP curriculum and explicitly teach new vocabulary.</p> <p>Speech and language concerns are identified and acted upon quickly.</p>
Improved reading attainment among disadvantaged pupils	Published KS1 data will show the closing of the gap for reading outcomes between DA and non DA pupils which is smaller than the national gap.
Improved phonics knowledge among disadvantaged pupils	Published Phonics check data shows that a higher % of Disadvantaged Year One

	children meet the expected standard when compared with the previous year.
Improved maths attainment among disadvantaged pupils	Published end of KS1 data will show a closing of the gap for maths outcomes between Da and non DA pupils which is smaller than the national gap.
Attendance of pupil premium children will be in line with all pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils being no less than national (96+%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• Monitoring of attendance by the Headteacher brings about an increase in Pupil Premium attendance and a decrease in persistent absence.</li> <li>• Learning Together Partnership meetings with class teacher and two pupil premium families with poor attendance/ punctuality held termly.</li> </ul>
Children will have improved self-esteem and higher self-confidence which will be evident in their learning.	<p>A sustained increase in pupils' self-confidence and self-esteem will be evident through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice and Teacher observations</li> <li>• A reduction in low-level behaviours in the classroom environment</li> <li>• A reduction in behaviours requiring higher sanctions</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: £ £4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts linked to the wider curriculum.</p> <p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching, including increasingly impactful focus on marking and feedback primarily with instant verbal feedback.</p> <p>Continuing enhanced and high quality CPD opportunities for teaching assistants.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup:</p> <p><a href="#">Ofsted. The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a></p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Providing feedback is a well-evidenced strategy and has a high impact on learning outcome. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Investing in professional development for teaching assistants to deliver structured interventions improves learner outcomes.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+6 months</p>	<p>1 2 3 4</p>
<p>Purchase of standardised diagnostic assessments (Shine Intervention using gaps analysis). Rising stars.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 2 3 4</p>

Training for staff to ensure assessments are interpreted and administered correctly		
Head Teacher to run a whole school coaching programme for teachers and Teaching assistants (DRICE)	<p>Coaching develops a whole a whole school approach to developing practice</p> <p>As a lever for the development of the team and the organisation's aligned leadership capability. It is a highly effective tool to embed change and affect impact</p> <p>Nieuwerburgh, C. Lane, D. (2012) Coaching in Education Getting Better Results for Students, Educators, and Parents: Routledge.</p> <p><a href="#">EEF Pupil Premium Guidance</a></p>	<p>1 2 3 4 5 6</p>
Small group reading interventions to improve listening, vocabulary and comprehension skills for disadvantaged pupils who have been assessed either formally via multiagency assessments or formative assessment.	<p>The narrowness of DA pupils' cultural experience has a huge impact on their vocabulary, which in turn impacts on their progress in reading comprehension.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment +6 months</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Investigating the role of language in children's early educational outcomes <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf</a></p> <p>Early Years Communication and language approaches <a href="#">Education Endowment Foundation   EEF</a></p> <p>Early Literacy approaches <a href="#">Education Endowment Foundation   EEF</a></p>	<p>1 2</p>
Additional 1:1 reading opportunities.	<p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Therefore, this activity will be in addition to additional phonics and oral language interventions.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	<p>1 2</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics approach – Little Wandle - to secure stronger phonics teaching for all pupils.</p> <p>Training of all staff to embed and deliver the programme.</p> <p>New reading scheme purchased and introduced that links to Little Wandle</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading Lead to be released weekly in order to support, monitor and embed Little Wandle.</p> <p>+5 months</p>	<p>2 3</p>
<p>Social emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff using JIGSAW, new scheme purchased in order to ensure sequential learning and readiness for Key stage 2 PSHE.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.</p> <p>Most effective are practices that are embedded into routine educational practices:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning via assemblies, whole school activities and interaction. All staff are committed to supporting and modelling for all children.</p> <p>Classroom level - Jigsaw PSHE scheme of work which builds on prior learning</p> <p>These are interventions that will support pupils' wellbeing, decision-making skills, interaction with others and their self-management of emotions which underpin academic progress and attainment.</p> <p>Supporting parents and families via the MHST will further increase wellbeing and engagement with school.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Addressing social and emotional needs will also reduce challenging behaviours which have an impact on learning, engagement, attendance and attainment. Again a 3 tiered approach – whole school, classroom and more intensive personalised support.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+4 months, with close monitoring of efficacy.</p>	<p>2 3 4 5 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. White Rose Maths scheme subscription and training purchased.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>4</p>

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

Budgeted cost: £ 52048.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based tutoring to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged Small group tutoring – Maths, phonics, reading and writing (Recovery) – DA prioritised with due regard to gap analysis, progress and attainment. These tuition sessions are in addition to lessons.</p> <p>Delivered through after school small group tutoring 5 days per week across year 1 and Year 2.</p>	<p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>Most effective if it is targeted at pupils' specific needs.</p> <p>+4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a></p>	<p>2 3 4</p>
<p>Additional phonics, reading and writing interventions 3 x weekly, targeting DA pupils. Writing interventions to be incorporated in to English lessons.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>+5 months</p> <p>Strong phonics skills impact on reading and writing.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 3 4</p>



<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff using JIGSAW</p> <p>CPD led by the MH in Schools Team (MHST)</p>	<p>There is extensive research associating childhood social and emotional skills with higher academic outcomes.</p> <p>Improved social and emotional skills lead to</p> <ul style="list-style-type: none"> <li>• improved academic performance</li> <li>• improved attitudes, behaviour and relationships with peers</li> <li>• reduced emotional distress (student depression, anxiety, stress and social withdrawal)</li> <li>• reduced levels of bullying</li> <li>• reduced conduct problems</li> <li>• improved school connection</li> </ul> <p><a href="#">Improving social and emotional learning in primary schools</a></p> <p>More specialised programmes targeted at pupils with particular social or emotional needs such as Nurture Group, Therapeutic Play, Mental Health in Schools Team, Place2Be.</p>	<p>6</p>
<p>Ensure that adult led interventions are strategically mapped to target need by training support staff and analysing impact.</p> <p>We will fund TA training to ensure effective interventions are in place to target need (Lego Therapy, ELSA, nurture, EAL)</p> <p>CPD to ensure Teaching Assistants are deployed effectively in order to maximise impact.</p>	<p>“Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.”</p> <p><a href="#">Maximising the Impact of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching Assistant Interventions</a></p> <p><a href="#">EEF Making the best of teaching assistants report</a></p>	<p>1 2 3 4 5 6</p>

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

Budgeted cost: £20,351.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>Vulnerable children to be highlighted and supported through Nurture sessions, interventions, additional opportunities for reading and writing.</p> <p>All PP children are provided free school uniform &amp; PE Kit (potential barrier to attendance &amp; low self esteem).</p>	<p><a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/</a></p>	<p>1 2 6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve: Training and release time for staff to develop and implement new procedures EWO one day a week to target &amp; support school to improve attendance Learning Mentor EWO, and Attendance officer to contact, support &amp; meet with families with poor attendance. Learning Together Partnership meetings 3 times</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Pupil Premium How Schools are spending the Funding</a></p> <p><a href="#">School attendance framework for securing full attendance for schools and LAs</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5 6</p>

<p>per year targeting DA families.</p> <p>Coffee mornings/ activities targeting parents of DA pupils</p> <p>Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services.</p> <p>Commission or deliver interventions to improve attendance.</p>		
<p>All children in school to be given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through funding for trips, after school club funding for pupil premium children, subsidised breakfast club in BJS, free nurture breakfast club (6 children), priority access to The Sunshine Club.</p>	<p>Provision of a range of initiatives to extend children's experiences:</p> <p><a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a></p> <p><a href="#">EEF guidance on curriculum</a></p> <p><a href="#">EEF guidance EY curriculum</a></p>	<p>1 5 6</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	

**Total budgeted cost: £ 118400.00**

## 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 2022 to 2023 academic year.

To improve language and communication skills, we implemented the NELI programme with our Reception pupils and saw an increase in vocabulary and language. We will roll this out into Year 1 and also implement this with the new Reception intake for September 2023. Training to now be delivered to new members of staff working in these year groups.

Although overall attendance in 2022/23 was lower than in the preceding 3 years, it was higher than the national average. There was a gap between DA and non DA pupils with DA pupils having lower attendance. Attendance continues to be a major focus in terms of whole school attendance and narrowing the gap between DA and NDA pupils.

It is clear through observations, assessment and discussion that pupil wellbeing and mental health have been impacted by the lasting effects of Covid 19, lockdowns and associated family issues. Our families as a whole have also required support and it has therefore been a holistic approach. The impact was particularly acute for disadvantaged and vulnerable pupils. We used pupil premium funding to provide wellbeing support for all pupils, targeted interventions where required as well as meeting basic needs of staples and food.

To further improve wellbeing, Pupil Premium children had access to a variety of extended clubs including football, gymnastics and dance run by outside specialist providers. School uniform was also purchased for all Pupil Premium children. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health had improved following these interventions and experiences.

#### Year 2 Summer 2 2022-2023 Attainment Summary

	Reading			Writing			Maths		
	Exp +	National	Gap	Exp +	National	Gap	Exp +	National	Gap
DA	54%	54%	0%	54%	44%	10%	62%	56%	6%

Non-DA	78%	73%	5%	65%	65%	0%	78%	75%	3%
Gap	24%	19%	5%	11%	21%	10%	16%	19%	3%

### Year 2 Summer 2 2020-2021 Steps Progress Between Terms

	Average			Reading			Writing			Mathematics		
	Aut1	Sum2	Prog	Aut1	Sum2	Prog	Aut1	Sum2	Progress	Aut1	Sum2	Prog
<b>All</b>	38.6	44.3	5.7	38.4	44.2	5.8	38.5	43.9	5.4	38.9	44.8	5.9
<b>PP</b>	37.2	43.0	5.8	36.7	42.7	6.0	37.1	42.5	5.4	37.8	43.8	6.0
<b>Non PP</b>	39.4	45.1	5.7	39.4	45.1	5.7	39.3	44.7	5.4	39.5	45.4	5.9

## 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
White Rose Maths	White Rose Maths
CPOMS	
JIGSAW	
Little Wandle	
Wonde Single Sign on	
Edukey	TES
Communicate In Print	

## 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)

### 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:

- embedding more effective practice around feedback and marking. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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 both emotionally and financially to participate.
- This plan is our 3 year approach and there will be a robust monitoring and evaluation approach throughout; we will evaluate, adjust and amend as necessary to achieve the best possible outcomes for our disadvantaged children.