

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year. This 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	386
Proportion (%) of pupil premium eligible pupils based on last year's numbers	14.2% (55 children)
Proportion (%) of pupil premium eligible pupils based on current numbers	(children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alison Sprakes (Headteacher)
Pupil premium lead	Richard Wilson (Deputy Headteacher)
Governor / Trustee lead	Louise Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800
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	£88,800

Part A: Pupil premium strategy plan

Statement of intent

School Vision

'A school at the heart of the community, offering enthusiastic learning within an inspirational 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 barriers identified below, 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.

The Belham has an absolute commitment to providing quality first teaching and learning in all classes and for all children. Our inspirational curriculum is ambitious, relevant and engaging, designed to reflect the experiences and lives of our pupils so they feel fully involved in their learning. It prioritises learning in oracy, vocabulary and language, decoding, and comprehension, giving all pupils the tools to achieve highly. 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.

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.

Through our extensive extended school offer, all pupils are given access to a wide range of opportunities and experiences.

Main barriers to educational achievement at The Belham school:

In writing this statement the teachers have looked at the evidence of the needs of our PP cohort rather than using labels. For our PP pupils, from the evidence within our school, there are 3 main areas that lead to educational disadvantage:

- Living in temporary or poor-quality accommodation
- Absent or poor relationship with the school
- Being adopted from care

Poor quality housing and accommodation:

Many of our PP children are living in temporary accommodation. They are often moved to and away from us very quickly due to Home Office and housing activity. Such high mobility, where learning is disrupted by moving from one place to another, where social relationships and a sense of belonging will be harder to form, can 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.

Relationships:

Addressing educational disadvantage stands or falls on the quality of relationships that are forged both with the pupils and their families. Those who feel they, (both themselves and their families), belong in school, feel comfortable to come in and engage, do better in their learning. If this is missing, then pupils may feel less confident about their own ability to achieve, possibly have low expectations of themselves and feel frustrated (Brophy, 1998). This can be exacerbated by unconscious biases around what pupils are thought to be capable of achieving because they are in a particular group (needs not labels). (Easterbrook and Hadden 2020, Heyder et al. 2019)

Being adopted from care

This may mean greater needs in the area of social, emotional and mental health. Any trauma from the adoption process must be understood and supported, so learning can happen.

Challenges

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

Challenge number	Detail of challenge
1	Writing progress, particularly for children in receipt of PP who do not also have SEN. Teachers need to focus on small steps of progress and maintaining high expectations for all pupils.
2	Maths and Reading Attainment is lower for PP pupils than for all pupils. Support for teachers to deliver Maths No Problem scheme effectively for all learners.
3	Early Reading Support that focuses on oracy, vocabulary, decoding, fluency and inference.
4	Higher level of mental health needs in that impacts children's readiness to learn.
5	Punctuality for disadvantaged pupils is a greater concern than for all pupils in the school.
6	Where the desire to fulfil aspirations are misaligned with familial resources.

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
Disadvantaged pupils who do not have SEN make strong, sustained progress in writing, with high expectations consistently applied and small steps of progress explicitly planned, taught and secured.	Supported Sentences are embedded consistently across all year groups, enabling disadvantaged pupils to make incremental improvements in sentence construction and composition Assessment processes, including NMM AI-supported assessments, identify precise next-step writing targets for disadvantaged

	<p>pupils, which are reviewed in pupil progress meetings and inform teaching and planning</p> <p>Subject monitoring and moderation show that adaptive resources and scaffolds are used effectively, resulting in improved writing outcomes for disadvantaged pupils</p> <p>Work scrutiny and assessment data show clear progression in writing for disadvantaged pupils over time, and the progress gap between disadvantaged and non-disadvantaged pupils narrows in every year group by the end of the academic year</p> <p>Handwriting intervention with SLT.</p>
<p>Disadvantaged pupils achieve improved attainment in maths and reading through consistently high-quality teaching, with Maths No Problem and fluency knowledge implemented effectively for all learners.</p>	<p>Monitoring and evaluation show consistent, high-fidelity implementation of Maths No Problem, including the effective use of representations, variation and structured mathematical talk</p> <p>Disadvantaged pupils demonstrate improved fluency and arithmetic outcomes, with assessment information reviewed regularly and used to inform targeted support</p> <p>Teaching is adapted effectively through the use of flexible groupings and appropriate resources in maths and reading, enabling disadvantaged pupils to make stronger progress</p> <p>Reading records and assessment outcomes show increased reading frequency, fluency and comprehension for disadvantaged pupils, including those receiving additional reading support</p>
<p>Disadvantaged pupils develop strong early reading skills, underpinned by secure oracy, vocabulary, decoding, fluency and inference.</p>	<p>Monitoring shows that the Little Wandle Letters and Sounds Revised programme is implemented with fidelity across EYFS and KS1</p> <p>Rigorous inspections of reading records and focus on daily reading through use of volunteers.</p>

	<p>Assessment outcomes show improved progress in phonics, vocabulary and early reading for disadvantaged pupils</p> <p>A higher proportion of disadvantaged pupils meet the expected standard in the Phonics Screening Check by the end of Year 1, reducing the gap with non-disadvantaged pupils</p>
<p>Well devised professional learning and development opportunities will support all staff to develop even better practice.</p>	<p>All CPD programmes for teachers are in place - including:</p> <ul style="list-style-type: none"> • Supported sentences, • Adaptive teaching, • Implementation of GR booklets, • Positive relationship training. • SLOPPs - How additional adults can best support in class. • Focus on Feedback in Maths • Structure of MNP lessons consistently employed by all teachers • Promotion of literacy sessions, • The Primary Writing Project – quality texts with diverse representation.
<p>Punctuality is equal to all other children. Provision of places at breakfast club where needed</p>	<p>PP punctuality is equal to that of other children.</p> <p>Continued improvement in PP attendance in free breakfast club.</p> <p>Free curriculum clubs before school encourage attendance.</p> <p>Frequent pastoral contact with focus family with high absence.</p> <p>Punctuality intervention and support is provided on a case by case basis.</p>

	<p>Weekly Safeguarding meetings with an attendance section for vulnerable pupils.</p> <p>They will access the full curriculum from 9am each day.</p> <p>Attendance remaining in line with national for this group</p>
<p>Disadvantaged pupils demonstrate improved emotional regulation, wellbeing and readiness to learn, enabling them to engage successfully with classroom learning.</p>	<p><i>The behaviour policy will lead to a decrease in incidences of high level behaviour.</i></p> <p><i>There will be personalised plans for pupils who need them and so better understanding by all members of staff so that incidences of disruptive behaviour will decrease.</i></p> <p><i>Staff and pupils trained in Zone of Regulation. Which supports children to communicate when they are not emotionally regulated and follow strategies for regulation.</i></p> <p><i>All staff aware of Positive Behaviour Support which has a holistic approach to a child's quality of life and factors which impact.</i></p> <p><i>Early help team to monitor focus pupils.</i></p>
<p>Parents will feel the school is a safe place, a place where they belong and will therefore engage with teaching, learning and their child's achievement more.</p>	<p>There will be an increase in families attending social events. There will be a wide range of inclusive social events.</p> <p>There will be an increase in parents attending parents' evenings and learning workshops across the school. Parents will report that they feel more confident in supporting their child to read.</p> <p>Sharing of information in different formats so parents can access if unable to attend in person.</p>

<p>To provide enriching experiences to allow disadvantaged pupils access to the same opportunities as their peers.</p>	<p>The school will subsidise the following for PP children:</p> <ul style="list-style-type: none"> ● School trips, visits and where required resources. ● Priority places in wraparound care ● Free extracurricular clubs. ● Peri Music Sessions ● Small group art sessions with our Artist in Residence. ● Access to additional experiences through the Sport Alliances e.g Sailing, Ice Skating. <p>High quality reading texts and learning resources for the home.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The delivery of the curriculum will be reviewed and evaluated regularly with leaders to ensure pupils are making progress and learning essential knowledge.</p> <ul style="list-style-type: none"> - Learning walks - Cycle of observations for Maths English and foundation subjects. - Cycle of book monitoring - Pupil voice focused on the PP experience of teaching and learning - Pupil progress meetings will have a focus on the achievement of PP pupils 	https://d2tic4wv0l1usb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2
<p>Class teachers to identify specific needs of pupil premium. Subject Leads to analyse needs of PP pupils across their subject, KS2 pupil progress meetings,</p>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3,4,5
<p>To develop the practice of teachers: Leaders will ensure that the CPD programme matches the development priorities of the school. These have a focus on excellent delivery of the core subjects for all pupils,</p> <ul style="list-style-type: none"> ● Continue to embed the use of journaling in Maths No Problem ● Ensure the consistency of delivery of maths no problem – each part of the lesson to be done – stick to the structure ● Feedback and marking to address misconceptions ● Continue training for those delivering phonics Little Wandle – specifically on intervention work in Year 2. 	<p>https://mathsnoproblem.com/blog/teaching-maths-mastery/maths-journal-journaling-basics</p> <p>EEF Feedback and Marking https://d2tic4wv0l1usb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699938138</p> <p>Comparative judgement: the next big revolution in assessment? ResearchED https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2

<ul style="list-style-type: none"> English CPD on writing planning, and specific writing lessons that specifically look in detail at modelled sentences and the teaching of the writing process. Reading fluency in Year 5 Guided reading booklets in Years 2 – 6 re resourcing Use of StepLab to support the development of teachers. <p>Further development Coaching work with ECTs – supported by LSTSAH New Mentors trained to ensure continuity and adequate provision for year 1 and 2 ECTs. Identified lead practitioners will be accredited through SSAT Colleagues will complete their NPQ</p>	https://steplab.co/resources/papers/BP0703zw/The-Evidence-and-Rationale-Behind-Steplab	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor groups for the year for year 6. Atom Learning	One to one tuition report EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,5
Intervention groups in school (SEN crossover) <ul style="list-style-type: none"> Alpha to Omega spelling support TTRS Nurture groups Life skills group Parent readers 	https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf	1,2,3

Pupils identified during pupil progress meeting according to need.		
Mental health support from a child psychologist for individuals that may be experiencing heightened anxiety or school-based avoidance or any other mental health need that affects a child's readiness to learn.		3,6
<p>HLTA Early Help work (confirm this is happening in Autumn 2024)</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. Emotional regulation – a small thing happens and currently some children go to 10 straight away. 	<p>https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://d2tic4wv0liusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1700017332</p> <p>https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/teaching-asistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1667748423</p>	1,2,3,4

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

Budgeted cost: £16,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring access to the enhanced and extended curriculum</p> <ul style="list-style-type: none"> Subsidised before and after school clubs Free instrumental lessons in Year 3 Subsidised instrumental lessons – free for 1 term and subsequent terms are ½ price Subsidised school trips and visits 	<p>https://d2tic4wv0liusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p> <p>https://d2tic4wv0liusb.cloudfront.net/guidance/Arts_Education_Review.pdf</p> <p>The Impact of Instrumental Learning on Attainment (Susan Hallam and Kevin Rogers 2016)</p>	4,5

	Schellenberg (Music Lessons enhance IQ, 2004 and Music and Cognitive Abilities, 2005).	
Punctuality monitoring <ul style="list-style-type: none"> - Half termly detailed analysis of children who are regularly late to school. - Half termly check of the attendance of all PP pupils to check it is at national - Delegation of attendance responsibilities to an attendance officer in the admin team who liaises with the HT. - Regular meetings and check in with parents in a positive manner. - Places in wraparound care when required. 	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	4
There will be accurate and actionable reporting of high level behaviour incidences on the school's MIS, every half term. This information will be used by the SENCO and SLT to offer support and intervention.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 88,800.00

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 2024 to 2025

Pupil Premium children end of year results 24-25

Yr 1 Phonics Screening Check

Pupil Premium 9 children	% PP that Passed
PSC	78

Yr 6 24-25 KS2 SATS results

Pupil Premium 10 chn 3 SEN and PP	% PP EXS or GDS
Reading	80
Writing	90
Maths	80
RWM Combined	80

CPD to improve quality first teaching- Behaviour, Maths Journaling to support Maths No Problem structure, Oracy, Coaching for ECTs and Mentors, work on long term planning to ensure clear progression and identification of ‘gaps’ in previous learning.

Early Help - HLTA and SENCO triangulation of behaviour for learning, attendance data and interventions, Lego robots, talking and drawing, life skills, nurture group. Regular meetings to discuss vulnerable children has supported this. Time taken to ensure all staff are aware of the barriers PP children may face and how we can combat these.

Clubs uptake: After School Activity: All Pupil Premium children accessed clubs last academic year. Children are being given the opportunity to access extra-curricular activities that they may not be able to access externally. Children feel more engaged in school life and able to socialise with friends in a less formal setting e.g arts and craft club. This has supported their relationships with others and incidents of poor behaviour have decreased.

Instrumental Music Lessons: All Pupil Premium children had subsidised music lessons. Many children took exams and performed in concerts and assemblies throughout the year. PP Musicians performed for their families at a Christmas event.

Impact

Attendance figures

2024-25	No. of chn	Attendance %	Authorised absence	Unauthorised absence	Persistent absentees
PP	65	94.5	4.5	1	11.7
Other	394	96.3	3.2	0.6	7.4
2023-24	No. of chn	Attendance %	Authorised absence %	Unauthorised absence %	
PP	57	93.7	4.9	1.48	12.9
Other	394	95.9	3.6	0.7	5.3

Family engagement work has greatly improved the attendance of PP children. The work of CLT and the attendance officer has been proactive in building relationships and removing barriers to attendance e.g flexible arrangements in wraparound care.

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	
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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