

Pupil premium strategy statement – Belmont Community Primary School 2025-2026

This statement details our school's use of pupil 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
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	42% (84)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jamie Allsopp
Pupil premium lead	Emily Blackburn
Governor / Trustee lead	Simon Buckberry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,105.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£391.04
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,496.04

Part A: Pupil premium strategy plan

Statement of intent

At Belmont Community Primary School, we strive to offer a rich, vibrant and ambitious curriculum that is designed to meet the needs of all learners, regardless of background or circumstance. We are proud of the inclusive nature of our school and are committed to ensuring that every child is given equal opportunities to enhance their learning and develop as a confident, well-rounded individual.

Our work is underpinned by our school values of **ambition, creativity, community, respect, resilience** and **empathy**. These values shape our curriculum, our relationships and our expectations, ensuring that all children feel valued, supported and empowered to succeed. We aim to remove barriers to learning so that disadvantage does not limit aspiration, achievement or life chances.

We place a strong emphasis on developing children as readers, recognising reading as a gateway to learning across the curriculum. Children are given regular opportunities to engage with exciting, high-quality texts that promote enjoyment, curiosity and a love of reading. Through carefully chosen texts, discussion and shared reading experiences, we aim to broaden vocabulary, deepen comprehension and support academic success for all pupils.

Supporting speech, language and communication is a key priority at Belmont. We recognise the vital role that oracy plays in learning, confidence and social development. A strong focus on talk, vocabulary development and targeted speech and language support ensures that children can express themselves effectively and access the full curriculum.

We are committed to developing the whole child by offering a wide range of enrichment opportunities, including extracurricular activities, educational visits and residential experiences. These opportunities help to build confidence, resilience, independence and a sense of belonging, ensuring that all children can take part fully in school life.

We strive to create a safe, nurturing environment that supports our children's wellbeing and promotes both a healthy mind and body. Through early identification, timely intervention and strong partnerships with families, we aim to ensure that every child, particularly those who are disadvantaged, can thrive academically, socially and emotionally.

The total number of pupils eligible for Pupil Premium includes those eligible through FSM/Ever 6 as well as Post-Looked-After Children (PLAC). Pupil Premium Plus funding for Looked-After Children is allocated and monitored through the Virtual School Head and PEP process.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils attain below their peers in reading, writing and maths and make slower progress from similar starting points. Gaps are most pronounced in reading fluency/comprehension and mathematical reasoning, particularly at key transition points.
2	A significant proportion of disadvantaged pupils enter the school below age-related speech, language and communication skills, impacting early reading, writing composition and oracy. Limited vocabulary and narrative skills hinder access to the wider curriculum.
3	Disadvantaged pupils have higher rates of absence and lateness than their non-disadvantaged peers. Persistent absence leads to lost curriculum time, interrupted learning sequences and weaker knowledge recall.
4	Engagement from some pupil premium families with school life, meetings and home learning routines is inconsistent. Barriers include work patterns, digital access, confidence in supporting learning, competing priorities and financial constraints, limiting pupils' access to enrichment and cultural capital.

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
Narrow the attainment gap in core subjects	<ul style="list-style-type: none"> The proportion of disadvantaged pupils achieving the expected standard in reading, writing and mathematics increases year on year. The attainment gap between disadvantaged and non-disadvantaged pupils in each core subject narrows compared to the previous academic year. Disadvantaged pupils make at least expected progress, with increasing proportions making accelerated progress from their starting points.

	<ul style="list-style-type: none"> • Targeted interventions are implemented promptly following assessment and demonstrate measurable impact through entry and exit data.
<p>Improve speech, language and communication</p>	<ul style="list-style-type: none"> • A higher proportion of disadvantaged pupils demonstrate age-appropriate speech, language and communication skills compared to baseline assessments. • Disadvantaged pupils identified through WellComm and phonological awareness screening make measurable progress between assessment points. • The gap between disadvantaged and non-disadvantaged pupils in oracy and vocabulary development reduces, particularly in EYFS and KS1. • An increased proportion of disadvantaged pupils leave EYFS having achieved the expected standard in Listening, Attention and Understanding and Speaking.
<p>Improve attendance for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils improves compared to the previous academic year. • The gap in attendance between disadvantaged and non-disadvantaged pupils narrows. • The proportion of disadvantaged pupils who are persistently absent reduces year on year. • Targeted attendance support led by the Family Liaison Officer results in improved attendance for identified pupils.
<p>Strengthen engagement with families and enrichment.</p>	<ul style="list-style-type: none"> • Parental engagement for disadvantaged families increases, evidenced through attendance at meetings, workshops and school events. • Positive feedback from disadvantaged families increases, as captured through surveys and direct feedback. • No disadvantaged pupil is prevented from accessing educational visits, residentials or enrichment activities due to financial barriers.

	<ul style="list-style-type: none"> • Participation rates of disadvantaged pupils in extra-curricular activities increase compared to the previous academic year.
<p>Monitoring and evaluation</p> <p>Impact of Pupil Premium spending is reviewed termly through attainment data, attendance analysis, intervention entry and exit assessments, and qualitative feedback from pupils, staff and families. This evaluation informs adjustments to provision and spending decisions.</p>	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above. Pupil Premium funding at Belmont Community Primary School is used to provide support that is *additional to the school's core provision*. Funding is not used to replace statutory staffing or universal provision. Where staffing costs are included within the Pupil Premium strategy, this funding is allocated to clearly defined, targeted responsibilities that directly address identified barriers faced by disadvantaged pupils, such as academic intervention, speech and language support, attendance improvement and family engagement.

Provision funded through Pupil Premium is regularly reviewed to ensure it remains responsive to pupil need and delivers measurable impact for disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,400

Accelerated Reader

Release time for English, maths and phonics leads

Cover for Maths Lead, EYFS teacher and SENCO whilst at Maths Hub

PIXL Gareth Metcalf programme

PIXL diagnostic assessment tool

Contribution towards experienced PPA Teacher

Activity	Purpose	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader (Y2–6)	Targeted reading practice and assessment to close reading fluency and comprehension gaps for disadvantaged pupils	EEF – Reading comprehension +6 months	1
Release time for English, Maths & Phonics Leads	Additional monitoring, coaching and adaptation of teaching to meet the needs of disadvantaged pupils	EEF – Improving Teaching Quality	1, 2
Keystone writing assessment & CPD	Ensures consistent, accurate assessment and targeted next steps for disadvantaged writers	Closing the Writing Gap – Quigley	1
Maths Hub participation (Maths Lead, EYFS Lead, SENCO)	Builds staff expertise in mastery and early number to strengthen classroom teaching	EEF – Mastery learning +5 months	1
PiXL diagnostic assessment tools	Enables precise identification of gaps and targeted classroom response	EEF – Feedback +6 months	1, 2
Contribution to experienced PPA teacher (targeted)	Ensures continuity of high-quality teaching during PPA, preventing learning loss for disadvantaged pupils	EEF – QFT	1, 2
PP Champion – strategic monitoring time	Dedicated leadership time to monitor PP impact and coach staff (not general leadership cover)	EEF Guide to PP	1–4

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

Budgeted cost: £34,900

TA support for SALT

Speech and language provision

EYFS assessments

Release time for WellComm assessments

Activity	Purpose	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start Phonics (Y4–6 PP pupils)	Structured phonics intervention for disadvantaged pupils below age-related expectations	EEF – Phonics +5 months	1
PiXL therapies (classroom & withdrawal)	Short, focused interventions addressing identified gaps in reading, writing and maths	EEF – TA interventions +4 months	1
Trained TA delivering SALT interventions	Targeted speech & language programmes for identified PP pupils, measured via entry/exit assessments	EEF – Oral language +6 months	2
EYFS WellComm & phonological awareness screening	Early identification of language gaps enabling rapid intervention for disadvantaged children	EEF – Early language	2
Staff release time to complete assessments	Enables accurate diagnosis and timely intervention rather than delayed response	EEF – Assessment	2

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

Budgeted cost: £46,200

Library resourcing

Family Liaison Officer

Support for breakfast club, educational visits and residentials

ELSA

Pupil Premium Champion – assigned time

Activity	Purpose	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer – attendance & Pupil Premium family engagement (0.3 FTE)	Targeted work with disadvantaged families on attendance, punctuality and engagement (not whole-role funding)	EEF – Parental engagement +4 months	3, 4

Breakfast club (funded places)	Removes barriers to attendance, punctuality and readiness to learn	EEF – Behaviour & SEL (Social and Emotional Learning)	3
Homework club with ICT access	Supports disadvantaged pupils who lack resources or support at home	EEF – Homework +5 months	4
Educational visits & residential subsidies	Ensures no disadvantaged pupil is excluded from enrichment opportunities	EEF – Cultural capital	4
Library resourcing (targeted)	Improves access to high-quality texts for disadvantaged readers	EEF – Reading for pleasure	1
ELSA support (targeted allocation)	Emotional regulation support enabling pupils to access learning	EEF – SEL +4 months	3
Forest School / sensory circuits (targeted pupils)	Supports regulation, engagement and readiness to learn for identified PP pupils	EEF – SEL & metacognition	3

Total budgeted cost: £119,496.04

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy: End-of-Year Review 2024–2025

Overview

The 2024–2025 academic year has seen continued progress in supporting our pupil premium (PP) children across all areas of school life. The school has maintained a clear focus on improving attainment, attendance, and wellbeing, ensuring that PP pupils have access to high-quality teaching, targeted interventions, and pastoral support.

Attendance for our disadvantaged cohort has improved, with overall absence decreasing from 8.9% in 2023–24 to 7.4% in 2024–25. This narrows the gap to non-disadvantaged pupils nationally from +4.5% to +3.2%. Severe persistent absence has been eliminated for PP pupils, dropping from 1.4% to 0%, demonstrating the positive impact of targeted family engagement and support from the Family Liaison Officer (FLO) and ELSA. Persistent absence remains a challenge at 31.9%, but this represents a 1.4% reduction from last year, showing ongoing progress.

In EYFS, 54% of disadvantaged pupils achieved a Good Level of Development (GLD), compared to 61.5% of non-disadvantaged pupils, with the whole cohort achieving 60%. The gap remains 7.5 percentage points, indicating that high-quality early years provision is supporting disadvantaged pupils effectively, though further work is needed to close this gap completely.

In Phonics, 36.4% of disadvantaged pupils met the expected standard, an increase of 7.9 percentage points on last year. 94.4% of non-disadvantaged pupils achieved, highlighting a persistent attainment gap.

KS2 Outcomes

Combined attainment: Disadvantaged pupils achieved 36.4% across RWM, compared to 64.7% for non-disadvantaged pupils.

Reading: 45.5% of disadvantaged pupils achieved the expected standard compared with 64.7% for non-disadvantaged.

Writing: 45.5% of our disadvantaged children achieved the expected standard for writing, compared with 52.9% for our non-disadvantaged.

Maths: 36.4% of our disadvantaged children met the expected standard whereas 52.9% of our non-disadvantaged reached the same point.

While gaps remain, there is evidence that targeted interventions and high-quality teaching are supporting improved outcomes, particularly in writing where the gap is narrower.

Strategies and Impact

English: Accelerated Reader has encouraged reading from Year 2 upwards. The school library and classroom books have been updated, ensuring high-quality texts are available. Jane Considine schemes and Keystone CPD have supported teaching and assessment in writing, with staff demonstrating increased confidence in assessing writing. Phonics provision has been strengthened through ongoing CPD and Fresh Start in upper KS2.

Maths: The continued use of White Rose Maths, Mastering Number, and engagement with the East Midlands Maths Hub has supported teaching quality. Two TAs attending the Maths Hub course has increased intervention capacity.

SEND and Inclusion: Collaboration with LEARN Teaching Hub has strengthened SEND provision, and SENCO training has supported targeted interventions.

Pastoral Support: FLO engagement, breakfast club provision, financial support for trips, sensory circuits, Forest Schools, and Footprint Friday have supported wellbeing, attendance, and engagement.

Behaviour: The school behaviour curriculum is starting to successfully reduce low-level disruption, allowing teachers to focus on learning. The ELSA has supported emotional regulation across the school.

Assessment and Intervention: Robust formative assessment has enabled teachers and TAs to deliver targeted interventions based on pupil need.

Summary

The Pupil Premium strategy has had a positive impact this year, particularly in:

- Reducing overall and severe persistent absence
- Strengthening English and phonics provision
- Improving teacher confidence for assessment in writing
- Enhancing pastoral support and SEND provision