



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Bellenden Three Year Pupil Premium Strategy

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 school.

### School Overview

Detail	Data
School Name	Bellenden Primary School
Number of Pupils in school	213
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium plan covers	Years R to 6
Date this statement published	15.06.22
Date on which it will be reviewed	June 2023
Statement authorised by	Julie Ireland Headteacher
Pupil Premium lead	Alex Turnbull

### Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£123,475
recovery premium funding this academic year	£13,050



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Pupil Premium funding carried forward from previous year	-
Total budget for this academic year	£136, 525

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our intention is that is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those children who are in emergency housing. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils need the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are 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.



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## Challenges

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

Challenge Number	Details of challenge
1	Assessment, observations, and discussions with pupils indicate underdeveloped verbal skills – ranging from Reception to KS2. Many children are on the Speech and Language Caseload.
2	Assessment, observations and discussion with children suggest disadvantaged generally have greater difficulties retaining phonics than their peers, meaning that reading skills are delayed.
3	National studies, and indeed our observations and discussion with families, indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.  This has resulted in a significant lack of mathematical fluency.
4	Nationally, teacher referrals for support have markedly increased during the pandemic. Some children have developed behavioural and emotional responses that weren't obvious last year.
5	Due to partial school closures and covid restrictions children were unable to access wider experiences outside their immediate environment.
6	Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.
7	Some children who have been housed in temporary accommodation outside of borough, but who still wish to attend Bellenden Primary School are travelling long distances and have a long day. Because they live so far, we have offered them free breakfast and after school club including morning and evening meals.



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8	Persistence absence – in September 22%
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## Intended Outcomes

Intended Outcome	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes for disadvantaged children (with no cognitive impairment) to be in line with those children who are not eligible for the pupil premium grant
Improved mathematical attainment among disadvantaged pupils.	Mathematical outcomes for disadvantaged children ( with no cognitive impairment) to be in line with those children who are not eligible for the pupil premium grant.
Improved writing attainment among disadvantaged pupils.	Writing outcomes for disadvantaged children ( with no cognitive impairment) to be in line with those children who are not eligible for the pupil premium grant.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by:  qualitative data from student voice, student and parent surveys and teacher observations  a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 12%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> </ul>
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### Activity this year

**Teaching £26,894.46**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>Evidence:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress</a></p>	<p>1, 2, 3, 4, 7</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Evidence</p> <p><a href="#">Oral language interventions</a></p> <p><a href="#">Speech and Language Assessments</a></p> <p><a href="#">Written pieces</a></p>	<p>1</p>



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<p>Purchase of a DfE validated Systematic Synthetic – Little Wandle to secure stronger phonics teaching for all pupils.</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 pupil</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Additionally supported by School Counsellor who delivers play therapy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,6



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Targeted Academic Support £81,927.18

Activity	Impact																																											
<p>Targeted intervention in English and Maths based on pre- teaching and same day repeat teaching.</p> <p>Including after school tuition each week.</p>	<p>KS2 <b>Reading</b> skills progress between July 2021 and March 2022</p> <table border="1" data-bbox="639 1189 1289 1570"> <thead> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Attainment ARE+ July 21</td> <td>19</td> <td>63</td> <td>68</td> <td>57</td> <td>42</td> <td>79</td> </tr> <tr> <td>Attainment ARE + March 22</td> <td>46</td> <td>65</td> <td>63</td> <td>72</td> <td>67</td> <td>83</td> </tr> <tr> <td>Progress July 21 to March 22</td> <td></td> <td>88</td> <td>63</td> <td>92</td> <td>77</td> <td>96</td> </tr> </tbody> </table> <p>All year groups have made significant progress in reading.</p> <p>KS2 math's skills progress and attainment between July 2021 and March 2022</p> <table border="1" data-bbox="639 1832 1289 1973"> <thead> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Attainment ARE+ July 21</td> <td>19</td> <td>63</td> <td>68</td> <td>57</td> <td>42</td> <td>79</td> </tr> </tbody> </table>		Y1	Y2	Y3	Y4	Y5	Y6	Attainment ARE+ July 21	19	63	68	57	42	79	Attainment ARE + March 22	46	65	63	72	67	83	Progress July 21 to March 22		88	63	92	77	96		Y1	Y2	Y3	Y4	Y5	Y6	Attainment ARE+ July 21	19	63	68	57	42	79	<p>1, 4</p>
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Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	2																																										





## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

pupils who require further phonics support.	particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

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

**Budgeted cost: £ 14,653.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.  SLT to be on the playground and in the dinner hall at lunch time  1:1 music tuition for targeted children	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5



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<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Experience shows that families who can drop off early and/or pick up late are more likely to bring their children into school more regularly</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Experience shoes that families who can drop off early and/or pick up late are more likely to bring their children into school more regularly</p>	6
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**Pupil Premium**  
**Actions and Costing**  
**Year 2021/2022**  
**Fund Allocated £123,475**

Intervention	Description and formula	Actual Costs (£)	Challenge addressed
Interventions	TAs and HLTAs are released from class for 8 hours each week to deliver targeted interventions to close the gap. The interventions are aimed at those children who are not yet on track and who are eligible for the PP grant. The interventions can take the form of post- teaching, pre- teaching, addressing misconceptions and consolidation. Those children who are on track and eligible for the PP grant will receive	£44,298.60	2,3,6



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	interventions to push them to achieve their full potential. At present this involves 7 TAs		
Targeted TA support	Additional TA in Early Years and Year 1 to ensure small teaching groups and targeted support.	£10,009.06	1,2,3,4,6

Phonics Intervention	A trained nursery nurse takes groups of KS1 children out to practise phonics with those children who are eligible for the PP grant.	£12,202.98	2
Early Years leader.	An early years' leader works with our reception and nursery children for 1 day per week. She organises interventions, assesses children and works with pupils on an individual basis.	£5297.90	2,3,
After school tuition	An after school tuition programme targeting year 6 pupils to enable revision and differentiated support in preparation for SATs. Formula: 4 x TA/teachers x 0.35 (PP in year 6 – 8/23)	£1,409.94	1,2,
Revision materials	It has been proved that regular assessment of children's attainment and progress can provide teachers with opportunities to address misconceptions. The schools buys assessment and revision resources to enable them to do this.	£1078.70	2,3,6
Inclusions Leader Interventions	12 children who are eligible to the PP grant work with a member of SLT to close gaps in reading, writing and maths.	£9787.77	2,3,6
Mental Health and well being	We employ a play therapist for those children who have emotional needs, are bereaved or have experienced trauma. Our therapist is currently working with a number of children who are eligible for the PP grant	£2469.87	4



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Senior Leadership interventions.	Year 6 children receive small group teaching to close the gap in reading, writing and maths. DHT (2) 1 hour per week	£1397.57	2,3,6
1:1 music tuition 3 PP children Autumn and Summer 12PP Spring Term	3 children who are entitled to the PP grant receive 1:1 music tuition.	£2340.00	5
Tracking and Assessment  1/2 day per week HT and DHT	The Assessment Co-ordinator spends one afternoon per week tracking and analysing the attainment and progress data for PP children. She then identifies PP children who will need interventions and arranges them accordingly. She also compares attainment and progress of children eligible for the pupil premium grant compared to those who are not eligible.	£8223.12 £10,884.80	1,2,3,6.
Speech and Language  43%	Speech and Language therapist's work directly with children who have language organisation difficulties, limited vocabulary and sentence building difficulties. These children receive support from a trained TA and may not necessarily be on the SEN register.	£4231.20	1,6
Breakfast Club and ASC	Children who are eligible for the pupil premium grant will receive free breakfast and after school.	£9843.49	
Total Pupil Premium Spend			£123,475



Pupil premium (and Recovery Premium) strategy  
from 2021 2022 including projection for 2024 2025  
**Recovery Premium Allocation 2021/2022**

£13, 050

Intervention	Description	Cost	Challenge addressed
Learning mentor	Some children have become less tolerant of the proximity of others during lockdown. The learning mentor works with these children to facilitate building relationships.	£2556.29	4
Attendance - Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance:	PA in September 2021 was 22% and 80% of those with persistence absence are families whose children are eligible for the Pupil Premium Grant. By June 2022 – PA dropped to 12% this was because of 2 weekly panel meetings and robust monitoring by DHT and IL.	£10,493.71	8
Total Spend			£123,475



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Spending of PP grant for 2022 2023

### Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£114,955
recovery premium funding this academic year	£12,180
Pupil Premium funding carried forward from previous year	-
Total budget for this academic year	£127, 135

Challenge Number	Details of challenge
1	Assessment, observations, and discussions with pupils indicate underdeveloped verbal skills – ranging from Reception to KS2. Many children are on the Speech and Language Caseload.
2	Assessment, observations and discussion with children suggest disadvantaged generally have greater difficulties retaining phonics than their peers, meaning that reading skills are delayed.
3	National studies, and indeed our observations and discussion with families, indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.  This has resulted in a significant lack of mathematical fluency.
4	Nationally, teacher referrals for support have markedly increased during the pandemic. Some children have developed behavioural and emotional responses that weren't obvious last year.
5	Due to partial school closures and covid restrictions children were unable to access wider experiences outside their immediate environment.



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6	Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.
7	Some children who have been housed in temporary accommodation outside of borough, but who still wish to attend Bellenden Primary School are travelling long distances and have a long day. Because they live so far, we have offered them free breakfast and after school club including morning and evening meals.
8	Persistence absence – in September 22%





# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Priorities for spending for the year 2022/2023

Teaching £21 734.70				
Spending on	Description and formula	Evidence that supports this approach	Spending	
Tracking and Assessment	The Assessment Co-ordinator spends one afternoon per week tracking and analysing the attainment and progress data for PP children. She then identifies PP children who will need interventions and arranges them accordingly. She also compares attainment and progress of children eligible for the pupil premium grant compared to those who are not eligible.	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: Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£7223.12 £8,084.80	1,2,3,5.



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Subscriptions	Purple Mash Classroom secrets White Rose Twinkl		£3180.72	1235
Assistant HT Developing teaching	1 day per week developing teachers' practice	Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). 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: <a href="#">Maths_guidance_KS_1_and_2.pdf</a> ( <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> ) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	£1167.36	3
Revision materials	It has been proved that regular assessment of children's attainment and progress can provide teachers with opportunities to address misconceptions. The schools buys assessment and revision resources to enable them to do this.	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: Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£2078.70	2,3,6
<b>Targeted Support £77 850.65</b>				
Interventions	TAs and HLTAs are released from class for 8 hours each week to deliver targeted interventions to close the gap.	Our own data shows that these highly targeted interventions have a positive impact on attainment.  <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	£46,468.60	2,3,5



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	<p>The interventions are aimed at those children who are not yet on track and who are eligible for the PP grant. The interventions can take the form of post-teaching, pre-teaching, addressing misconceptions and consolidation. Those children who are on track and eligible for the PP grant will receive interventions to push them to achieve their full potential. At present this involves 7 TAs</p>			
Inclusions Leader Interventions	<p>Inclusions leader works in class with those children who are eligible to the PP grant and who have SEN reading, writing and maths.</p>	<p>Our own data shows that these highly targeted interventions have a positive impact on attainment.</p> <p>Teaching Assistant Interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	£10 003.67	2,3,5
After school tuition	<p>An after school tuition programme targeting year 6 pupils to enable revision and differentiated support in preparation for SATs. Formula: 4 x TA/teachers x 0.35 (PP in year 6 – 8/23)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	£1,409.94	2,3,5



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Senior Leadership interventions.	Year 6 children receive small group teaching to close the gap in reading, writing and maths.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	£7, 531. 00 £6, 956.24	2,3,5
Speech and Language	Speech and Language therapist's work directly with children who have language organisation difficulties, limited vocabulary and sentence building difficulties. These children receive support from a trained TA and may not necessarily be on the SEN register.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	£4231.20	1,6
Giovanna – 1 day per week	intervention for children who have EAL and eligibility for the PP grant	<a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	£1250	1,2,3,5
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>				
<b>£15369.65</b>				
Breakfast Club and ASC	Children who are eligible for the pupil premium grant will receive free breakfast and after school.	<a href="https://educationendowmentfoundation.org.uk/breakfast-clubs">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	£6843.49	6,7
Subsidies for trips and visits	All children who are entitled to the PPG will be entitled to	<a href="https://educationendowmentfoundation.org.uk/life-skills-and-enrichment">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	£3,500	6,7



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	heavy subsidies for trips and visits.			
Mental Health and well being	We employ a play therapist for those children who have emotional needs, are bereaved or have experienced trauma. Our therapist is currently working with a number of children who are eligible for the PP grant	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	£2469.87	4,7
Learning mentor  Tian's day in EY x % of PP in EY	Some children have become less tolerant of the proximity of others during lockdown. The learning mentor works with these children to facilitate building relationships.	<a href="https://educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	£2556.29	1,2,3,4,5,
Total Pupil Premium Spend		£114,955		

### Recovery Premium Allocation 2022/2023

£12, 180

Intervention	Description	Cost	Challenge addressed
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## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Graduate mentor to close attainment gaps	Some children have become less tolerant of the proximity of others during lockdown. The learning mentor works with these children to facilitate building relationships.	£2601.61	
Attendance – continuing to embed principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance:	PA in September 2021 was 22% and 80% of those with persistence absence are families whose children are eligible for the Pupil Premium Grant. By June 2022 – PA dropped to 12% this was because of 2 weekly panel meetings and robust monitoring by DHT and IL.	£9,579.10	8
Total Spend			£12,180



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## IMPACT Using In-Year Data

Details of challenge	Impact over financial year 2022/2023																																							
Assessment, observations, and discussions with pupils indicate underdeveloped verbal skills – ranging from Reception to KS2. Many children are on the Speech and Language Caseload.	<p>An Improvement in verbal skills will show through children's writing across the school:</p> <p>Year 1</p> <table border="1"><thead><tr><th></th><th>PP</th><th>NPP</th></tr></thead><tbody><tr><td>Rapid progress</td><td>0</td><td>19</td></tr><tr><td>Expected progress</td><td>57</td><td>57</td></tr><tr><td>Steady progress</td><td>43</td><td>14</td></tr><tr><td>Overall progress</td><td>57</td><td>86</td></tr></tbody></table> <p>Year 2</p> <p>In this class, 10 children are eligible for the pupil premium grant but out of these, 4 have English as an additional language and 1 child has SEN ( 50%)</p> <table border="1"><thead><tr><th></th><th>PP</th><th>NPP</th></tr></thead><tbody><tr><td>Rapid progress</td><td>11</td><td>38</td></tr><tr><td>Expected progress</td><td>56</td><td>50</td></tr><tr><td>Steady progress</td><td>33</td><td>13</td></tr><tr><td>Overall progress</td><td>67</td><td>88</td></tr></tbody></table> <p>Year 3</p> <p>In this class, there are 11 children eligible for the pupil premium grant. Of these children, there are 3 who have EAL and 2 who have special educational needs. (45%)</p> <table border="1"><thead><tr><th></th><th>PP</th><th>NPP</th></tr></thead><tbody><tr><td>Rapid progress</td><td>0</td><td>13</td></tr><tr><td>Expected progress</td><td>80</td><td>50</td></tr></tbody></table>		PP	NPP	Rapid progress	0	19	Expected progress	57	57	Steady progress	43	14	Overall progress	57	86		PP	NPP	Rapid progress	11	38	Expected progress	56	50	Steady progress	33	13	Overall progress	67	88		PP	NPP	Rapid progress	0	13	Expected progress	80	50
	PP	NPP																																						
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Steady progress	33	13																																						
Overall progress	67	88																																						
	PP	NPP																																						
Rapid progress	0	13																																						
Expected progress	80	50																																						



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Steady progress	33	13
Overall progress	80	63

Assessment, observations and discussion with children suggest disadvantaged generally have greater difficulties retaining phonics than their peers, meaning that reading skills are delayed.

Year 4  
In this class, 14 children are eligible for the pupil premium grant out of these, 5 children ( 45%) either have SEN, EAL or both

	PP	NPP
Rapid progress	50	25
Expected progress	36	58
Steady progress	14	17
Overall progress	86	83

Year 5  
In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either





## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

on the special education needs register, have English as an additional language or both.

	PP	NPP
Rapid progress	0	19
Expected progress	70	75
Steady progress	30	6
Overall progress	70	94

### Year 6

In this class, 17 children are eligible for the Pupil Premium grant. Of these 17 children, 7 (41%) are either on the special education needs register, have English as an additional language or both.

	PP	NPP
Rapid progress	27	29
Expected progress	47	71
Steady progress	27	0
Overall progress	73	100

National studies, and indeed our observations and discussion with families, indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.

This has resulted in a significant lack of mathematical fluency.

An Improvement in mathematical fluency would best be measured by looking at the progress children have made throughout the year in mathematics. The data below shows children eligible for the PP grant ( PP) compared to their counterparts who are not eligible for the grant ( NPP)

### Year 1

	PP	NPP
Rapid progress	0	36
Expected progress	63	43
Steady progress	38	21
Overall progress	63	79



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Year 2

In this class, 10 children are eligible for the pupil premium grant but out of these, 4 have English as an additional language and 1 child has SEN ( 50%)

	PP	NPP
Rapid progress	11	0
Expected progress	33	56
Steady progress	56	44
Overall progress	44	56

## Year 3

In this class, there are 11 children eligible for the pupil premium grant. Of these children, there are 3 who have EAL and 2 who have special educational needs. (45%)

	PP	NPP
Rapid progress	0	13
Expected progress	100	88
Steady progress	0	0
Overall progress	100	100

## Year 4

In this class, 14 children are eligible for the pupil premium grant out of these, 5 children ( 45%) either have SEN, EAL or both

	PP	NPP
Rapid progress	29	8
Expected progress	64	67
Steady progress	7	25
Overall progress	93	75

## Year 5

In this class,10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both.

	PP	NPP



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Rapid progress	20	6
Expected progress	70	88
Steady progress	10	6
Overall progress	90	94

### Year 6

In this class, 17 children are eligible for the Pupil Premium grant. Of these 17 children, 7 (41%) are either on the special education needs register, have English as an additional language or both.

	PP	NPP
Rapid progress	40	36
Expected progress	47	57
Steady progress	13	7
Overall progress	87	93



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.

An Improvement in the children's written sentence organisation, letter formation, spelling and grammar, will show through children's writing across the school:

Year 1

	PP	NPP
Rapid progress	0	19
Expected progress	57	57
Steady progress	43	14
Overall progress	57	86

Year 2

In this class, 10 children are eligible for the pupil premium grant but out of these, 4 have English as an additional language and 1 child has SEN ( 50%)

	PP	NPP
Rapid progress	11	38
Expected progress	56	50
Steady progress	33	13
Overall progress	67	88

Year 3

In this class, there are 11 children eligible for the pupil premium grant. Of these children, there are 3 who have EAL and 2 who have special educational needs. (45%)

	PP	NPP
Rapid progress	0	13
Expected progress	80	50
Steady progress	33	13
Overall progress	80	63

Year 4



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

In this class, 14 children are eligible for the pupil premium grant out of these, 5 children ( 45%) either have SEN, EAL or both

	PP	NPP
Rapid progress	29	8
Expected progress	64	67
Steady progress	7	25
Overall progress	93	75

### Year 5

In this class,10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both.

	PP	NPP
Rapid progress	20	6
Expected progress	70	88
Steady progress	10	6
Overall progress	90	94

### Year 6

In this class,17 children are eligible for the Pupil Premium grant. Of these 17 children, 7 (41%) are either on the special education needs register, have English as an additional language or both.

	PP	NPP
Rapid progress	40	36
Expected progress	47	57
Steady progress	13	7
Overall progress	87	93



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Teaching projected for 2023 2024

Spending on	Description and formula	Evidence that supports this approach	Spending	
Tracking and Assessment	The Assessment Co-ordinator spends one afternoon per week tracking and analysing the attainment and progress data for PP children. She then identifies PP children who will need interventions and arranges them accordingly. She also compares attainment and progress of children eligible for the pupil premium grant compared to those who are not eligible.	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: Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£7223.12 £8 834.04	1,2,3,5
Subscriptions	Purple Mash Classroom secrets White Rose Twinkl		£2037	1235
Assistant HT Developing teaching	1 day per week developing teachers' practice	Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). 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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	£1167.36	3



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Revision materials	It has been proved that regular assessment of children's attainment and progress can provide teachers with opportunities to address misconceptions. The schools buys assessment and revision resources to enable them to do this.	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: Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£2000.	2,3,6
<b>Targeted Support projected for 2023 2024</b>				
Interventions	TAs and HLTAs are released from class for 8 hours each week to deliver targeted interventions to close the gap. The interventions are aimed at those children who are not yet on track and who are eligible for the PP grant. The interventions can take the form of post- teaching, pre- teaching, addressing misconceptions and consolidation. Those children who are on track and eligible for the PP grant will receive interventions to push them to achieve their full potential. At present this involves 7 TAs	Our own data shows that these highly targeted interventions have a positive impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	£43,179.75	2,3,5
Inclusions Leader Interventions	Inclusions leader works in class with those children who are eligible to the PP grant and who have SEN reading, writing and maths.	Our own data shows that these highly targeted interventions have a positive impact on attainment.  Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)	£15 938.88	2,3,5
Senior Leadership interventions.	Year 6 children receive small group teaching to close the gap in reading, writing and maths.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	£7, 531. 00 £6, 956.24	2,3,5
Speech and Language	Speech and Language therapist's work directly with children who have language organisation difficulties, limited vocabulary and sentence building difficulties. These children receive support from a trained TA and may not	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	£4231.20	1,6



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	necessarily be on the SEN register.			
Giovanna – 1 day per week	intervention for children who have EAL and eligibility for the PP grant	<a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	£2371.42	1,2,3,5
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>  Projected for 2023 2024				
Breakfast Club and ASC	Children who are eligible for the pupil premium grant will receive free breakfast and after school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	£6843.49	6,7
Subsidies for trips and visits	All children who are entitled to the PPG will be entitled to heavy subsidies for trips and visits.	<a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	£4,662.84	6,7
Mental Health and well being	We employ a play therapist for those children who have emotional needs, are bereaved or have experienced trauma. Our therapist is currently working with a number of children who are eligible for the PP grant	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	£3196.00	4,7
Learning mentor  Tian's day in EY x % of PP in EY	Some children have become less tolerant of the proximity of others during lockdown. The learning mentor works with these children to facilitate building relationships.	<a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	£3137.66	1,2,3,4,5,
Music	Trained music teacher to deliver music sessions throughout the year on a rotation basis	<a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	£4355	1,2,3,4,5
Total Pupil Premium Spend		£119,310		





Pupil premium (and Recovery Premium) strategy  
from 2021 2022 including projection for 2024 2025



Bellenden Pupil Premium

# Impact of interventions for financial year April 2023/2024

Details of challenge	Impact over financial year 2023/2024
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## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Assessment, observations, and discussions with pupils indicate underdeveloped verbal skills – ranging from Reception to KS2. Many children are on the Speech and Language Caseload.

Assessment, observations and discussion with children suggest disadvantaged generally have greater difficulties retaining phonics than their peers, meaning that reading skills are delayed.

	PP	NPP
Rapid progress	56%	13%
Expected progress	44%	87%
Steady progress	0%	0%
<b>Overall progress</b>	<b>100%</b>	<b>100%</b>

An Improvement in verbal skills will show through children’s writing across the school:

Year 1 writing

IN this class there are 9 children who are eligible for the PP grant. Out of those, 3 children have English as a second language. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

Reading

	PP	NPP
Rapid progress	22%	0%
Expected progress	56%	80%
Steady progress	22%	20%
<b>Overall progress</b>	<b>78%</b>	<b>80%</b>

		PP	NPP
Rapid progress		29%	19%
Expected progress		71%	63%
Steady progress		0%	19%
<b>Overall progress</b>		<b>100%</b>	<b>81%</b>

Year 2 writing

In this class, 9 children are eligible for the pupil premium grant but out of these, 3 have English as an additional language ( 30% of the PP children also have protected characteristics)



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

However, children eligible for the PP grant are out performing NPP children. Which indicates excellent impact.

### Reading

	PP	NPP
Rapid progress	0%	13%
Expected progress	86%	69%
Steady progress	14%	19%
Overall progress	86%	81%

### Year 3 writing

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	07
Overall progress	90	93

In this class, there are 10 children eligible for the pupil premium grant. Of these children, 1 has SEN and 3 have EAL meaning 40% of our pupil premium children also have protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

### Reading

	PP	NPP
Rapid progress	0	0
Expected progress	70	73



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Steady progress	30	27
Overall progress	70	73

### Year 4 Writing

	PP	NPP
Rapid progress	11	14
Expected progress	89	86
Steady progress	0	0
Overall progress	100	100

In this class, 10 children are eligible for the pupil premium grant out of these, 4 children have EAL and 1 child has SEN.  
Therefore, out of the 10 children who are eligible for the PPG, 50% of them have additional protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

### Reading

	PP	NPP
Rapid progress	13	29
Expected progress	78	71
Steady progress	9	0
Overall progress	91	100

NB each PP child in this year group is equivalent to 10 percentage points. This means that the difference between PP and NPP in reading is less than one child ∴ both sets of children are making comparable progress.

### Year 5 writing

	PP	NPP
Rapid progress	7	8
Expected progress	71	75
Steady progress	21	17
Overall progress	78	83

In this class, 14 children are eligible for the Pupil Premium grant. Of these 14 children, 8 children have either EAL, SEN or both. This means that of the children eligible for the PP grant in this year group, about 60% of them have additional protected characteristics.

( being that 14 children are eligible for the PPG, this means that each PP child = 7% meaning that PPG children and NPP children are achieving in line with each other) Which indicates good impact.

### Reading

	PP	NPP
Rapid progress	14	0
Expected progress	79	83
Steady progress	7	17



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Overall progress	93	83
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### Year 6 writing

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	7
Overall progress	90	93

In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both.

### Reading

	PP	NPP
Rapid progress	22	6
Expected progress	63	88
Steady progress	20	6
Overall progress	85	94

NB each PP child in this year group is equivalent to 10 percentage points. This means that the difference between PP and NPP in reading is less than one child ∴ both sets of children are making comparable progress.



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

In summary,  
Across the school, the progress made by children eligible for the PPG either exceeds or is line with children ineligible for the grant. Meaning that interventions to close the gap between PP and NPP children have been very successful.

National studies, and indeed our observations and discussion with families, indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.

This has resulted in a significant lack of mathematical fluency.

An Improvement in mathematical fluency would best be measured by looking at the progress children have made throughout the year in mathematics. The data below shows children eligible for the PP grant ( PP) compared to their counterparts who are not eligible for the grant ( NPP)

### Year 1 Maths

IN this class there are 9 children who are eligible for the PP grant. Out of those, 3 children have English as a second language. As can be seen below, PP and NPP children are making comparable progress.

	PP	NPP
Rapid progress	0	0
Expected progress	89	87
Steady progress	11	13
Overall progress	89	87



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

### Year 2 Maths

In this class, 9 children are eligible for the pupil premium grant but out of these, 3 have English as an additional language ( 30% of the PP children also have protected characteristics) However, it can be seen in the table below that PP children are making better progress than NPP children, meaning that interventions have been very successful.

	PP	NPP
Rapid progress	29	13
Expected progress	70	69
Steady progress	0	19
Overall progress	100	81

### Year 3 Maths

In this class, there are 10 children eligible for the pupil premium grant. Of these children, there are 3 who have EAL and 1 who has special educational needs. (40%) Despite this, PP and NPP are making comparable progress.

	PP	NPP
Rapid progress	0	20
Expected progress	80	60
Steady progress	20	20
Overall progress	80	80





## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

### Year 4 Maths

In this class, 9 children are eligible for the pupil premium grant out of these, 4 children have EAL and 1 child has SEN.

Therefore, out of the 9 children who are eligible for the PPG, 56% of them have additional protected characteristics. This shows that PP and NPP are making comparable progress (NB. Each PP child is 'worth' 11% - therefore there is 'less than one child' difference)

	PP	NPP
Rapid progress	0	14
Expected progress	90	86
Steady progress	13	0
Overall progress	90	100

### Year 5 Maths

In this class, 14 children are eligible for the Pupil Premium grant. Of these 10 children, 8 (57%) are either on the special education needs register, have English as an additional language or both. However, it can be seen in the table below that PP children are making comparable progress to their NPP counterparts. Therefore, our interventions have been very successful.



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	PP	NPP
Rapid progress	0	0
Expected progress	86	83
Steady progress	14	17
Overall progress	86	83

### Year 6 Maths

In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both. However, it can be seen in the table below that PP children are making better progress than NPP children, meaning that interventions have been very successful.

	PP	NPP
Rapid progress	20	13
Expected progress	80	81
Steady progress	0	6
Overall progress	100	94



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

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## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.

	PP	NPP
Rapid progress	56%	13%
Expected progress	44%	87%
Steady progress	0%	0%
<b>Overall progress</b>	<b>100%</b>	<b>100%</b>

### Year 1

IN this class there are 9 children who are eligible for the PP grant. Out of those, 3 children have English as a second language. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

	PP	NPP
Rapid progress	29%	19%
Expected progress	71%	63%
Steady progress	0%	19%
<b>Overall progress</b>	<b>100%</b>	<b>81%</b>

### Year 2

In this class, 9 children are eligible for the pupil premium grant but out of these, 3 have English as an additional language ( 30% of the PP children also have protected characteristics)  
However, children eligible for the PP grant are out performing NPP children. Which indicates excellent impact.

### Year 3

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	07
<b>Overall progress</b>	<b>90</b>	<b>93</b>

In this class, there are 10 children eligible for the pupil premium grant. Of these children, 1 has SEN and 3 have EAL meaning 40% of our pupil



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

premium children also have protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact

### Year 4

	PP	NPP
Rapid progress	11	14
Expected progress	89	86
Steady progress	0	0
Overall progress	100	100

In this class, 10 children are eligible for the pupil premium grant out of these, 4 children have EAL and 1 child has SEN.

Therefore, out of the 10 children who are eligible for the PPG, 50% of them have additional protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

### Year 5

	PP	NPP
Rapid progress	7	8
Expected progress	71	75
Steady progress	21	17
Overall progress	78	83

In this class, 14 children are eligible for the Pupil Premium grant. Of these 14 children, 8 children have either EAL, SEN or both. This means that of the children eligible for the PP grant in this year group, about 60% of them have additional protected characteristics.

( being that 14 children are eligible for the PPG, this means that each PP child = 7% meaning that PPG children and NPP children are achieving in line with each other) Which indicates good

### Year 6

	PP	NPP



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Rapid progress	0	20
Expected progress	90	73
Steady progress	10	7
Overall progress	90	93

In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both. It can be seen that the PP children and their NPP counterparts have made comparable progress.

In summary,

Across the school, the progress made by children eligible for the PPG either exceeds or is line with children ineligible for the grant. Meaning that interventions to close the gap between PP and NPP children have been very successful.



# Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

## Bellenden

### Projection for 2024 2025 based on a Pupil Premium Grant of £136 080

Teaching			
Spending on	Description and formula	Evidence that supports this approach	Spending
Tracking and Assessment	The Assessment Co-ordinator ( Headteacher) spends one afternoon per week tracking and analysing the attainment and progress data for PP children. She then identifies PP children who will need interventions and arranges them accordingly. She also compares attainment and progress of children eligible for the pupil premium grant compared to those who are not eligible.	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:  Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£11020



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

Subscriptions	Purple Mash Classroom secrets White Rose Twinkl Kapow Access Art		£2818
Assistant HT Developing teaching	1 day per week developing subject leadership.	Enhancement of subject leadership in terms of teaching and leading, underpinning the curriculum in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of leadership.	£18,787
Revision materials	It has been proved that regular assessment of children's attainment and progress can provide teachers with opportunities to address misconceptions. The school buys assessment and revision resources to enable them to do this.	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: Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£2000
		<b>Total for teaching</b>	<b>£34625</b>
<b>Interventions</b>			
Interventions	TAs and HLTAs are released from class for 8 hours each week to deliver targeted interventions to close the gap. The	Our own data shows that these highly targeted interventions have a positive impact on attainment.  <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	£45,979





## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	<p>interventions are aimed at those children who are not yet on track and who are eligible for the PP grant. The interventions can take the form of post-teaching, pre-teaching, addressing misconceptions and consolidation. Those children who are on track and eligible for the PP grant will receive interventions to push them to achieve their full potential. At present this involves 7 TAs</p>		
Inclusions Leader Interventions	Inclusions leader works in class with those children who are eligible to the PP grant and who have SEN reading, writing and maths.	<p>Our own data shows that these highly targeted interventions have a positive impact on attainment.</p> <p>Teaching Assistant Interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	£11, 618
Senior Leadership interventions.	Year 6 children receive small group teaching to close the gap in reading, writing and maths.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	£12, 650
Speech and Language	Speech and Language therapist's work directly with children who have language organisation difficulties, limited	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a> Oral language interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	£11,040



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	vocabulary and sentence building difficulties. These children receive support from a trained TA and may not necessarily be on the SEN register.		
Giovanna – 2 day per week	intervention for children who have EAL and eligibility for the PP grant	<a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	£11,447
<b>Total spend for interventions</b>			£92,734
<b>Wider School</b>			
Breakfast Club and ASC	Children who are eligible for the pupil premium grant will receive free breakfast and after school.	<a href="https://educationendowmentfoundation.org.uk">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	£5,882
Subsidies for trips and visits	All children who are entitled to the PPG will be entitled to heavy subsidies for trips and visits.	<a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	£2,662
Mental Health and well being	We employ a play therapist for those children who have emotional needs, are bereaved or have experienced trauma. Our therapist is currently working with a number of children who are	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	£2600



## Pupil premium (and Recovery Premium) strategy from 2021 2022 including projection for 2024 2025

	eligible for the PP grant		
Music and PE	Specialist teacher to deliver music and PE sessions throughout the year on a rotation basis	<a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	£10845
Total Wider School Spend			21989
Total PP Spend £136 080			