

Pupil premium strategy statement – The Bellbird Primary School: September 2024; September 2025.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	14.1%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	January 2025
Date on which it was be reviewed	Sept 2025
Statement authorised by	James Puxley, Headteacher
Pupil premium lead	James Puxley, Headteacher
Governor / Trustee lead	Tim Wreghitt (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2175 in July 2024
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£100,690

Part A: Pupil premium strategy plan

Statement of intent

At The Bellbird Primary School our overall aim is to ensure that disadvantaged pupils close the gap between themselves and their peers in all aspects of life at school. We want to ensure that all pupils, regardless of their background, enjoy coming to school; are engaged in their learning and make good progress. We have high expectations for all children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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 strategy plan works towards this through the three main areas laid out by the EEF: high quality teaching, targeted academic support and wider strategies. Disadvantaged children are kept at the forefront of our work through pupil progress meeting discussions, prioritising them (where needed) for interventions, all monitoring that is completed includes looking specifically at this group of children and individualised approaches to what is best for the children in our care when necessary.

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're set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all monitoring and conversations about learning considers disadvantaged children as a priority.

Challenges

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

Challenge number	Detail of challenge
1	Low starting point for children entering Reception On entry to Reception, baseline assessment shows that 33% of our disadvantaged children are below age-related expectations in word reading, and speaking.
2	Attainment of specific year groups Internal data shows that attainment for some disadvantaged children in Key Stage 2 is below that of non-disadvantaged children in the core subject areas. Despite starting from a lower baseline in Reception, we want our children to continue to achieve above 90% in the Phonics Screening Check
3	Several of the children in our school are eligible for pupil premium funding have some trauma in their early lives. This includes 2 children from Ukraine. For others, their social, emotional and mental health [SEMH] impacts readiness for learning for some pupils
4	Attendance for pupils eligible for pupil premium funding is below that of other pupils. For the academic year 2023-24 FSM6 attendance was 93% compared to non-FSM which was 96%. 2024-5 – non-FSM 96.1%
5	Wellbeing and Mental Health There is an increased level of SEMH need, as a result we are investing in specific assessments and interventions.
6	Speech, Language and Communication Children have lower levels of oracy and vocabulary. We have an increased need for language interventions to ensure that children have the language to communicate effectively and are able to work cooperatively.

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
100% of disadvantaged pupils are able to access age-appropriate texts	a) 100% of pupils who are disadvantaged pass the PSC in Year 1 b) 100% of eligible pupils pass the PSC retake in Year 2 c) Disadvantaged pupils make at least expected progress through the Little Wandle Programme

Children in receipt of pupil premium grant make good progress in reading, writing and maths.	<p>The gap between this group and their peers is narrowed in all three areas of learning.</p> <p>a) Gap closes between PP and non-PP across all subjects (RWM) and year groups as evidenced in summative assessments [Book band/TT/maths assessments]</p> <p>b) Pupils identified as high prior attainers [HPA] achieve GDS in RWM</p> <p>c) Improved attitudes to learning identified through pupil voice</p>
To improve attendance for all pupils, especially disadvantaged pupils, so that they make the most of their learning, in line with the Attendance Matters agenda.	<p>Attendance for pupils eligible for the pupil premium grant is equal to that of their peers.</p> <p>a) 100% of disadvantaged pupils have attendance above 95%, unless a medical need is identified</p> <p>b) 100% of disadvantaged pupils arrive on time</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations improved attendance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,040.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
We ensure that all children receive high quality teaching through regular professional development and monitoring.	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2
CPD for teachers with LA Adviser, Liz Holmes [staff training, moderation and PPA	Step 4 of EEF recommendations 'Teach writing composition strategies through modelling and supported practice': Step 5 of EEF recommendations 'Develop pupils' transcription and sentence	1,2

support], with a focus upon writing	construction skills through extensive practice' Improving Literacy	
Maths CPD for 4 members of staff	Step 1 of EEF's recommendations 'Develop practitioners' understanding of how children learn mathematics': https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf	2
Curriculum release for subject leads and year groups to review the curriculum and its coverage, to ensure progression in skills, knowledge, understanding and vocabulary	Paragraph 443: Good 'The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.' School inspection handbook - GOV.UK (www.gov.uk)	1,2
Wellbeing intervention: Wellbeing check ins allow us to monitor and improve the mental health of all pupils now and in the future.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)	3,5
Developing interventions for Maths through Mastering number. CPD on the effective use of these resources.	Our intervention offer for Maths will develop over the next 2 years to ensure that we have interventions that are really effective and enable children to make rapid progress. https://www.ncetm.org.uk/teaching-formastery/mastery-explained/supporting-researchevidence-and-argument/	2
Embed dialogic activities to support the development of language. Purchase resources and fund speech and language development.	Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral Language Intervention Oral language interventions Teaching and Learning Toolkit EEF	6

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

Budgeted cost: £58,900.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Cover for all teachers to attend Pupil Progress Meetings each term	Step 6 of EEF recommendations 'Target teaching and support by accurately assessing pupil needs' Step 5 of EEF recommendations 'Use high quality targeted support to help all children learn mathematics' Improving Literacy Improving mathematics	1,2
Cover for class teachers to lead intervention classes	From 'What are the most effective ways to support disadvantaged pupils' achievement' NFER/DfE 2015 'considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy' Aspiration interventions	1,2
Teaching Assistant to lead group and 1:1 keep up/catch up in KS 1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF 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: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1,2
CPD for TAs and HLTAs in Little Wandle SEND	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
1:1 support	Supporting high needs children prior to EHCP application to enable them to access the curriculum and make progress.	1,2
Recruitment of Pastoral Lead/Family Worker to join SMT and lead on SEMH and attendance.	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): Improving Social and Emotional Learning in Primary Schools EEF Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,4,5

SALT intervention	One-to-One Tuition Oral language interventions Teaching and Learning Toolkit EEF	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,477.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding towards extra-curricular activities such as sports clubs, taking part in sports competitions, forest school, swimming and residential trips. Provide funding towards trips such as to museums or the beach which build cultural capital.	Physical activity EEF (educationendowmentfoundation.org.uk) +1month A Complete Guide to Cultural Capital in Education - Education Corner	3,5
Purchase of Studybugs bundle to monitor attendance more easily and track lateness etc – weekly meetings between SBM and HT This will support us in embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Wellbeing TA work – 11 of our disadvantaged children assess this.	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): Improving Social and Emotional Learning in Primary Schools EEF	3.5
Physical activity sensory skills Sensory circuits Physical activity has important benefits in terms of health, wellbeing and physical development.	The benefits of physical activity have a positive impact for core academic attainment particularly literacy and mathematics. Physical Activity EEF educationendowmentfoundation.org.uk	3,5
Counselling and Play Therapy funding support to support the Mental Health and Wellbeing of children (who do not meet thresholds for external support from CAMHS or YOUNITED).	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): Improving Social and Emotional Learning in Primary Schools EEF	3,5

Provision provided for PP children to learn to play a musical instrument.		3,5
Lunchtime sport clubs	EEF Guide to the Pupil Premium: Menu of Approaches 'Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.' See EEF Teaching and Learning Toolkit strands on arts participation and physical activity.' Pupil-Premium-resource-evidence-brief.pdf (bellbird.internal)	3,5
Breakfast Club	Children invited to our school run Breakfast Club who would benefit from a structured start to the day or who need support to increase attendance in school.	3,5

Total budgeted cost: £102,418.35 (Additional monies put in from school budget).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of EYFS, the Good Level of Development is shown. Out of 9 children who qualified for PPG (numbers in brackets are for the cohort as a whole):

Good Level of Development: 44% (80%)

Year 1 phonics results: 67% (88%)

Year 2 phonics retake: 67% (91%)

At the end of Key Stage 2 in summer 2024, out of the 6 children who qualified for PPG (numbers in brackets are for the cohort as a whole):

Combined ARE: 17% (53%)

Reading: ARE: 67% (81%)

SPAG: ARE: 50% (81%)

Writing: ARE: 17% (53%)

Maths: ARE: 33% (84%)

Progress data is pulled down by 1 of the 6 children who qualified for pupil premium funding who was disapplied from SATs as he was working well below the level of the test due to learning difficulties. This pupil made lots of progress in many areas throughout their time in our school.

In Years 3-5, we used White Rose assessments and NFER tests to internally assess children. The data from summer 2024 shows that disadvantaged children made better progress than the whole cohort in writing, maths and SPAG in Year 4 and made positive progress in reading. In Year 5 disadvantaged children made positive progress in reading, maths and SPAG. This proves the impact of some of the in-school interventions we were able to deliver.

Whilst we did not meet all our intended outcomes from the previous Pupil Premium Strategy, we have had many of successes. Children who had never been away from home had the opportunity to go on residential visits – raising their self-esteem and improving their independence. Children got to access cultural capital experiences such as museums and theatre visits which they had never previously experienced. Children who had been through emotional trauma were supported, ensuring that school was a safe place for them.

Externally provided programmes

Programme	Provider
None.	

Further information (optional)

Further whole school practise which benefits PP children but are not paid for through the funding:

- Termly 1:1 pupil:teacher meetings with class teachers to discuss attainment and attitude.
- Thorough feedback and marking policy. (Feedback: +6months)
- All parents are expected to attend parents evening. If they do not follow up appointments are arranged. (Parental engagement: +4 months)
- Intervention timetables for each year group are collated at the beginning of each term. Intervention record sheets are used to track the effectiveness of these interventions which are then reviewed at pupil progress meetings. (Small group tuition: +4)
- At pupil progress meetings, which happen termly, all disadvantaged children are discussed individually.
- A pupil progress provision map is maintained by the SENCo to ensure that over the course of the year, all children benefit from their entitlement.
- Termly data analysis includes individual analysis of PP progress and attainment. This is also reported to governors.
- The Pupil Premium Governor carries out termly visits to monitor what is happening.
- PP children's books are always included in regular work scrutinies and disadvantaged children are particularly looked at during any learning walks etc.
- School uniform is provided for those that need it on an ad hoc basis.
- Disadvantaged families have access to community support (food parcels, holiday clubs etc) through one of the churches in the village. We help with communication.