

Pupil premium strategy statement – Belvedere Infant School

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

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

School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	36% (80)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	29/08/25
Date on which it will be reviewed	30/09/26
Statement authorised by	Louise Lynch
Pupil premium lead	Gary Powell
Governor / Trustee lead	James Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,654
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£92,654

Part A: Pupil premium strategy plan

Statement of intent

At Belvedere Infant School, we have high aspirations and ambitions for our children; we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed and thrive. Our intention is to use the allocation of additional funding to support groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment of all pupils whilst providing them with opportunities to enrich their experiences and become immersed in the culture around them. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our aim is for all pupils at Belvedere Infant School, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas.

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 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 that quality first teaching and learning opportunities meet the needs of all pupils.
- 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
- Facilitating pupils' access to the curriculum through targeted academic support

Challenges

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

Challenge number	Detail of challenge
1	Low confidence and self-esteem when taking risks in learning
2	Reduced attendance.
3	Low parental support and engagement with homework, particularly with regards to reading.
4	Reduced opportunities for cultural enrichment activities beyond the school environment.
5	Difficulty when articulating ideas and engaging through spoken language (oracy)
6	Lower attainment at age related expectations in Writing, Maths & Reading

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
Children will have improved self-esteem and higher self-confidence which will be evident in their learning.	<p>A sustained increase in pupils' self-confidence and self-esteem will be evident through:</p> <ul style="list-style-type: none"> • Pupil Voice and Teacher observations • A reduction in low-level behaviours in the classroom environment • A reduction in behaviours requiring higher sanctions
Attendance of pupil premium children will be in line with all pupils	<p>Sustained high attendance beginning year 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than national (96+%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • Monitoring of attendance by the Headteacher brings about an increase in PP attendance and a decrease in persistent absence. • Learning Together Partnership meetings with class teacher and two

	pupil premium families with poor attendance/ punctuality held termly.
To equip parents with the knowledge and skills to support their children with homework, particularly reading. Whole school community to value the importance of hearing children reading and adults being role models as readers.	<ul style="list-style-type: none"> • There will be an increase in the number of pupil premium pupils who return their homework each week having been completed to a good standard and demonstrating the pupils' ability to review their prior learning independently. • Parent knowledge and confidence will increase through workshops and modelling of reading activities with children which will impact positively on the children and their progress. • Increased parental involvement in Book Week and Book Breakfasts
Children to experience the culture of our local community. To know learning is enjoyable and that cultural experience enhance our learning and lives.	<ul style="list-style-type: none"> • Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. • Teachers and support staff will plan a wide range of visits/curriculum launch sessions/experiences to inspire/enhance learning and further develop cultural capital. • Each year group will spend allocated funding on providing visits and trips which excite and enthuse children to learn across all subjects. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day through the delivery of Pioneer Passports. • Schools to create events for families of disadvantaged pupils and to create a rapport with harder to reach families. • All children will be enrolled onto the children's university and half of the school community will graduate by the end of the Summer Term each year
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • All children, including those from disadvantaged groups, will be able to access the new literacy curriculum, CUSP. • Teachers will have training to deliver CUSP curriculum and explicitly teach new vocabulary. • EAL focus during interventions.

	<ul style="list-style-type: none"> • Speech and language concerns are identified and acted upon quickly . Promotion of oracy skills across the whole school environment
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed CUSP literacy scheme	<p>CUSP is evidence informed practice which is built around the principles of instruction and cognitive load theory. Children are exposed to high level texts and delivered a curriculum with is knowledge and vocabulary rich.</p> <p>https://www.teachwire.net/news/cusp-curriculum-kedington-primary-school/ https://www.unity-curriculum.co.uk/more-information/</p>	3,5,6
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	<p>Quality /at least good teaching in all classes every day. Teachers receive training on the teaching model as well as curriculum training. Provision of interventions and challenge teaching for children identified as needing to catch-up : Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</p>	1, 2, 5,6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5,6
Enhancement of our maths teaching and curriculum planning	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	6

<p>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 to ensure White Rose is embedded</p>	<p>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</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics & spelling sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with an advisor.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5,6</p>
<p>Delivery of small group reading interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices.</p>	<p>There is extensive research associating childhood social and emotional skills with higher academic outcomes.</p> <p>EEF Social and Emotion Learning PDF</p> <p>Provision in place:</p> <ul style="list-style-type: none"> • Place To Be 1-2 days a week • JIGSAW • Zones of Regulation in all classes • Nurture Intervention • Play leader training • Therapy Dog • Anger Management • Draw and Talk 	1
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve a new Family worker for 5 mornings to target attendance and support & meet with families with poor attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</p>	2
<p>Release time for SEN leader and family support worker to support families with high need SEN and Pupil Premium children</p> <ul style="list-style-type: none"> • Family support worker/SENCo and headteacher to identify and support families and children and work to alleviate barriers to learning. • Vulnerable children to be highlighted and supported through Nurture sessions. • All PP children are provided free school uniform & PE Kit 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5,6

(potential barrier to attendance & low self-esteem).		
<p>Children will have increased opportunities of valuable learning experiences outside of the classroom.</p> <p>All children are enrolled into the Children's University. Parents receive training on how to use this.</p>	<p>Research suggests that experiences outside of the classroom can boost children's self-esteem and encourage them to take risks as well as improving attendance and attainment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p>	4

Total budgeted cost: £92,654

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality first teaching was supported through all teaching staff receiving coaching, mentoring ECTs and continual pedagogy development through professional development meetings.

Last year, Pupil Premium attainment in Reading, Writing and Maths was broadly in line with all pupils (negative difference shown in red, positive difference in green):

Year Group	Reading		Writing		Maths		Phonics
	AR+	AAR	AR+	AAR	AR+	AAR	
REC	63% (+11%)	11% (-6%)	68% (+13%)	5% (-7%)	79% (+8%)	0% (-5%)	-
1	35% (-5%)	13% (-8%)	39% (-5%)	6% (-10%)	48% (+7%)	13% (-13%)	55% (-10%)
2	60% (+8%)	13% (-4%)	53% (+2%)	7% (-6%)	53% (-1%)	10% (-7%)	40% (-20%)

We used pupil premium funding to provide wellbeing support for all pupils as well as targeted interventions where required including Nurture and Place 2 be. We are building on that approach with the activities detailed in this plan. There were many educational trips led by teachers that took place during the academic year, these included:

Mudchute Farm
 London Transport
 Grange Park
 Hall Place
 London Docklands
 River Shuttle

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

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose maths
CPOMS	-
Jigsaw	Jigsaw Education Group
Little Wandle letters and sounds revised	Publisher of resources-Collins
CUSP	Unity Curriculum
Times Tables Rockstars	Maths Circle Ltd