

# Belgrave St. Peter's Pupil Premium Strategy Statement

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 our school.

## School overview

Detail	Data
School name	Belgrave St. Peter's CE (VA) Primary School
Number of pupils in school	215 including Nursery 191 excluding Nursery
Proportion (%) of pupil premium eligible pupils	39% including Nursery 43% excluding Nursery
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	6 <sup>th</sup> December 2021
Date on which it will be reviewed	Spring 2022/termly
Statement authorised by	Vikki Kenney Headteacher
Pupil premium lead	Vikki Kenney Headteacher
Governor / Trustee lead	Judith Briers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,770
Recovery premium funding allocation this academic year	£4,786
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,556

# Part A: Pupil premium strategy plan

## Statement of intent

### Contextual Background

Belgrave St. Peter's is a single form entry school close to the centre of Leicester City. The school is due to become part of the RISE Multi-Academy Trust on 1<sup>st</sup> January 2022. Outcomes over the last few years (for when data was last available) meant that the school was deemed a 'red school' for the purpose of LA classification and support. Whilst this opened up lots of 'support' for the school, much of this was directed at securing outcomes in Y2 and Y6, rather than designing and embedding a system of whole-school improvement. Following the long-term absence of the Headteacher and the impact of Covid 19, the school is now entering a period of some stability, with the Headteacher now back at the helm and working very closely with RISE Leaders to improve the Quality of Teaching and Learning in a sustainable and systematic manner.

The catchment area of the school, and the make up of the school community has changed dramatically over the last few years; in the January of 2014 when the current Headteacher originally took on the role, initially in an interim capacity, teaching staff were unfamiliar with the term EAL, now the school has in excess of 45% EAL. This has added to the already challenging context of the school which is an area of significant disadvantage. Whilst 43% Pupil Premium is particularly high, this does not reflect the circumstances of the other 57%, many or most of which we believe struggle with low incomes and poor housing, but either will not, or cannot access the support needed as they may not meet the qualifying criterion. Therefore, our approaches, whilst clearly focusing on Pupil Premium Pupils, is actually a 'whole-school' approach to try to tackle the challenges experienced by our pupils and their families.

Our intention 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.

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:

- Improve the quality of teaching and learning across the school
- Develop and embed a curriculum that meets the needs of our learners and increases their cultural capital
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Ensure that interventions are well evidenced, implemented and assessed for impact
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This is a working document, and will be constantly reviewed: e.g. January 2022 Review Meeting with PP Lead from RISE Academy Trust, February 2022 upon completion of the 'Making the Difference for Disadvantaged Pupils' course that the Headteacher has engaged with.

Costs will be added in the Spring Term due to the focus of the SBM upon the Academy Conversion in the last few months to facilitate a January 1<sup>st</sup> 2022 conversion.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that pupils enter the school <b>significantly below National</b> , a factor that has been exacerbated further by the Covid 19 pandemic. Of the 22 joining this year in our Nursery setting, 8 were still in nappies.
2	Assessments, observations and discussions with pupils clearly demonstrate <b>seriously under-developed communication and understanding</b> , not only just within our EYFS setting, but also higher up in the school; this too was worsened through Lockdowns and school closures. Oral language skills and social skills are poor, a number of children have referrals to S&L, and there is a very limited vocabulary. Language acquisition of White British children closely mirrors that of EAL and non-white British counterparts.
3	Whilst <b>phonics</b> in Y1 has previously been strong, changes to the demographics, and the impact of Covid, has meant that this now needs to be a sharp focus across the school, especially in KS1 and Lower

	<p>KS2, given the wide gaps in learning over the last 2 academic years. This, along with a lack of support, or capacity to support pupils reading at home means that there remain wide gaps in <b>children's reading and comprehension</b>.</p>
4	<p>Our assessments and observations indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in <b>significant knowledge gaps</b> leading to pupils falling further behind age-related expectations.</p>
5	<p>Historically the school has struggled with a small number of <b>disengaged parents</b>, however, alongside the changes to the school community and the impact of Covid, this has now become an even bigger challenge. This can be evidenced through the lack of attendance at planned workshops, and the difficulty of getting parents to attend behavioural and/or attendance meetings. A recent Family Learning Session saw only 2 parents attend, each on different sessions.</p> <p>This can also be evidenced through the lack of reading at home and the lack of completion of home learning, including over the lockdowns or bubble closures where a number of families did not engage despite frequent and regular attempts to get them to do so.</p> <p>This is for a number of reasons; lack of capacity, lack of language, large families, poor own experiences of education and a lack of aspirations.</p>
6	<p>Records and data show that the school has struggled for a number of years with <b>poor attendance</b>, despite having put in many rewards and pursued parents through Panel Meetings, fines etc. Typically, these parents fail to attend such meetings. This has been badly impacted upon by Covid, both as a result of school or bubble closures, and as a result of infections, symptoms, and a genuine fear of their child/ren being in school. Currently, attendance across the school varies, but is currently on an average of about <b>91%</b> and is as low as <b>85% in EYFS</b>.</p>
7	<p>Through discussions, reading and assessments, we are very much aware that many of our pupils have very limited experiences. Few have been to nearby large parks and outdoor spaces, or gone in to town which is a short walk or bus ride away. This very <b>poor cultural capital</b> leads to a huge learning and vocabulary gap as the children have no experiences beyond their own home or family. An example of this was observed in the last few weeks, with a teacher talking to her class about a 'river bank', a phrase correctly identified in a shared text. Pupils in lower KS2 had no understanding or experience of seeing this.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils. (Challenge 2)	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged/all pupils.</li> <li>• This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
Improved reading attainment among disadvantaged pupils. (Challenge 3)	<ul style="list-style-type: none"> <li>• KS1 &amp; KS2 reading outcomes in 2023/24 show that more than X% of disadvantaged/all pupils met the expected standard.</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2. (Challenge 1 – Low Baseline)	<ul style="list-style-type: none"> <li>• KS1 &amp; KS2 maths outcomes in 2023/24 show that more than X% of disadvantaged/all pupils met the expected standard.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (Challenge 4)	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in children with SEMH needs</li> <li>• The negative impact of SEMH on overall behaviour and attitude to learning has been effectively eradicated and/or correct provision identified, in place and working</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To encourage, support and facilitate greater parental engagement in their children’s learning. (Challenge 5 & 3)	<p>Increased engagement as seen through:</p> <ul style="list-style-type: none"> <li>• Attendance at whole-school/class events</li> <li>• Attendance Meetings</li> <li>• Evidence of increased engagement with Home Learning and Reading Records</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents attending and contributing to sessions offering tailored support e.g. Phonics and Reading Sessions</li> </ul>
To improve the attendance of disadvantaged/all pupils across the school (Challenge 6)	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged/all pupils incrementally improved and in line with National/Family of Schools/Trust</li> <li>• Reduction in attendance meetings &amp; fines</li> <li>• Parents/Carers recognise the need for good attendance and the impact upon their child's learning, education and future</li> </ul>
To close the gaps in children's cultural capital, vocabulary and understanding through the introduction of a bespoke curriculum with explicit experiential experiences as the children progress through the school. (Challenges 7, 2, 3)	<ul style="list-style-type: none"> <li>• Curriculum in place</li> <li>• Cultural Capital Experiences identified and implemented in all years on a half termly/termly basis that is tracked and built upon as part of the 'curriculum journey' of pupils at BSP</li> <li>• Increased pupil engagement, knowledge and Understanding</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and Implement a whole-school strategy of CPD – Teaching Walkthrus.</p>	<p>Quality of Teaching was identified as inconsistent and at times poor, and so quality CPD and high expectations are needed to address this.</p> <p>Walkthrus is an evidenced based approach to securing strong teaching and a shared understanding of how to best meet the needs of the pupils.</p> <p>It is based upon the instructional coaching method which has also been identified as impactful according to the EEF.</p> <p>These materials are also closely aligned to the new ECT Framework and make use of the same recommended research and CPD materials.</p>	<p>1, 2, 3, 4 &amp; 7</p>
<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, &amp; 3</p>
<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</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>	<p>1, 4 &amp; 7</p>

(including Teaching for Mastery training).		
Purchase of further resources to support the implementation of RWI, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 & 3 Primarily
Implementation of a new staff structure with identified and employed support staff focusing on Pupil Premium  4 dedicated full time equivalence TA's  Additional staffing to support specific SEMH Needs - Nurture	Previous structure allowed too much slippage, less accountability and at times lack of focus on what the children really needed.  All interventions are identified as effective when implemented correctly e.g. Fresh Start, Neli  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <ul style="list-style-type: none"> <li>• Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</li> <li>• Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</li> <li>• Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</li> <li>• Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</li> </ul>	2, 3, 4 & 6



Implementation of a more rigorous Appraisal Cycle for both Teaching and Teaching Support staff with a focus upon outcomes, accountability and training.	Due to the upheaval of the last few years, support has been piecemeal and staff turnover and skills audits have identified training needs.	2, 3, & 4
Headteacher enrolled on 'The Making the Difference for Disadvantaged Pupils' Leicester - quality assured training	Led by Learn-AT & Kyra Research Schools, with all learning based upon the advice and research produced by the EEF. Sir John Dunford , former National PP Champion delivering and facilitating training.	All
Deputy Headteacher enrolled on the NPQ Leading Behaviour & Culture quality assured national training programme	Led by a Teaching school, with all learning based upon nationally identified research produced by the EEF.	4, 5 & 6 primarily

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number (s) addressed
Identified interventions led by support staff with clear guidance and accountability for PP	All interventions implemented are guided by an evidence rich approach, and demonstrate clear impact upon pupil progress when used appropriately alongside quality first teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 3, & 4

<p>Bespoke SEMH &amp; Nurture Provision focused upon disadvantaged pupils and over-coming barriers to learning</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="https://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>With the impact of Covid-19, pupil well-being and attitude to learning has slipped considerably with a number of pupils finding it hard/impossible to engage/work either independently or together – the impact on the learning of others can be clearly seen. Intervention based upon the support of the 'Behaviour Support Team' &amp; Lead Headteacher from the Academy Trust.</p>	<p>4 &amp; all others</p>
<p>Teacher Led Phonics, Reading &amp; Maths Support for individuals</p>	<p>Quality 1<sup>st</sup> Teaching &amp; focused and assessed impact clearly seen in early stages.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a new, robust and bespoke curriculum that meets the needs</p>	<p><a href="https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know">https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know</a></p> <p>In addition to Ofsted, the new EIF introduces the concept of cultural capital. The framework states: "Cultural capital is the essential knowledge that children need to prepare</p>	<p>1, 2, 4 &amp; 7 Primarily</p>

<p>of our children and gives them experiences to develop strong 'cultural capital'</p>	<p>them for their future success. It is about giving children the best possible start to their early education.</p> <p>As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged ...</p> <p>"Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning."</p>	
<p>Implementation of Forest Schools to targeted pupils</p>	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	
<p>Development of 'The Zone', a 'safe-place' for children who are struggling to cope in the class-setting (Nurture)</p>	<p>Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p> <p><a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a></p>	

	<p>Queens University Belfast (QUB) was commissioned by the Department of Education to undertake an evaluation of nurture groups and examine the impact of the 30 groups then funded by the Department.</p> <p>The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. The same effects were not evident among children in similar circumstances attending a school without a nurture group.</p> <p>The report also found that nurture groups are cost effective with the potential to deliver significant savings to the education system.</p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve 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>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Focus upon Parental Engagement with their children's learning: Parent Workshops across all stages (Covid led)</p>	<p>There has been an increased reliance from parents for school staff to 'parent' their children, and a significant number do not engage with speaking &amp; listening, Reading, Writing, Maths or other curriculum requirements – Our new approach (Jan 22 onwards) is set to address this.</p>	

<p>Half-Termly Class Newsletters</p> <p>Home Learning Expectations</p> <p>Parent Follow ups and check-ins</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Key Findings:</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid 19 and the national lockdowns and closure of class bubbles, progress towards our desired outcomes were extremely limited. Internal data did not show a closure in the gap or improved attainment of disadvantaged pupils, or their peers.

Trips, forest schools and other enhancement opportunities did not take place due to Covid (staff absences and Covid restrictions).

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*