

Pupil Premium Strategy Statement 2020 – 2021

School Overview

Metric	Data
School name	Belmont Academy
Pupils in school	438
Proportion of disadvantaged pupils	10.2 % (42 pupils)
Pupil premium allocation this academic year	£56,490
Academic year or years covered by statements	2020-21
Publish Date	07.09.20
Review Date	31.07.21
Statement authorised by	Madelaine Caplin (Executive Head Teacher)
Pupil Premium Lead	Lucy Childs (Head of School)
Governor Lead	Janet Saunders

Disadvantaged pupil progress scores for last academic year (2019-20)

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19

Disadvantaged pupil progress overview for last academic year (2019-20)

Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19

Strategy aims for disadvantaged pupils (2020-21)

At Belmont Academy, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects.

Measure	Activity
Aim 1	To close the attainment gap of PP pupils and non-disadvantaged pupils in reading, writing and Maths through quality first teaching and high quality targeted interventions.
Aim 2	To ensure that pupil premium children with SEND make good or better progress from starting points
Aim 3	To provide high quality support to address pupil social, behavioural and emotional development to impact positively on academic achievement.
Aim 4	To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

To achieve the above aims, the following areas will be prioritised:

Targeted Academic Support:

Measure	Activity	Cost:
Priority 1	On-going professional development for all teaching staff linked to areas of curriculum to include Reading and Maths and wider curriculum subject areas to ensure a broad and rich curriculum is offered.	£3,250
Priority 2	Targeted interventions for pupils to include LEGO therapy, sensory circuits, social skills groups, Jump Ahead and active listening led by HLTA's.	£6,945.58
Priority 3	High quality interventions led by TA's focusing on reading and maths to include phonics catch up (Y1-3), small group reading groups (Y4-6) focusing on comprehension and language skills.	£13,257
Priority 4	Reading intervention led by Inclusion Lead offering twice weekly 15-minute 1:1 reading sessions with skilled TA's to address attainment gap in reading.	£5,955.04
Priority 5	Buy-in to TLC online tutoring programme for all disadvantaged pupils in spring/summer term providing weekly 1:1 tuition advocated by Greenwich Virtual School in response to sustained period of school closure.	£20 per pupil x 8 weeks = £160 x 42 = £6720
Total:		£36,127.62

Wider Strategies:

Measure	Activity	Cost:
Priority 1	Access to Federation Counsellor to support pupils with adverse social and emotional difficulties to include 1:1 Drawing and Talking sessions and Play therapy.	£10,734
Priority 2	Subsidised (-40%) access to 1:1 music teaching provided through Bird College music service for disadvantaged pupils.	£3080
Priority 3	Subsidised (-40%) costs for enrichment activities to include, trips/visits, residential trips, workshops, after school clubs and breakfast club for disadvantaged pupils.	£6,667
Total:		£20,481
Overall projected total:		£56,608.62

Monitoring and Implementation:

Area	Challenge	Mitigating Action:
Teaching	<p>We know that the most disadvantaged pupils make the most progress when they have access to quality first teaching. Securing consistently high quality teaching practice across the school remains an area of focus.</p> <p>Ensure adequate time is scheduled across the academic year to allow for quality professional development for all teaching staff (including teaching support assistants) with additional CPD opportunities for middle leaders/subject leaders.</p>	<p>Additional training and development release time for middle leaders/subject leaders to ensure continued progression of curriculum and to upskill staff. Use of INSET days and subsequent twilight sessions focused on curriculum development.</p> <p>Regular review and analysis of impact to inform further CPD.</p> <p>Termly pupil progress checks to monitor individual pupil attainment and progress and identify areas for action.</p> <p>Opportunities to continue to quality assure all aspects of teaching and provide targeted support where needed.</p>

<p>Targeted interventions</p>	<p>Pupils miss quality first teaching due to volume of interventions accessed.</p> <p>Interventions do not provide desired impact or ensure pupils 'keep up' or 'catch up'.</p> <p>High staff absence affects the frequency of interventions affecting their success.</p>	<p>Robust baseline assessments and referrals from class teachers prior to implementation.</p> <p>Quality assurance by Inclusion Lead.</p> <p>Streamlined approach to interventions with a prioritisation for pupils in their specific area of need.</p> <p>Short-term focus for interventions to minimise impact of absence.</p>
<p>Wider strategies</p>	<p>Lack of parental engagement.</p> <p>Inconsistent approach to subsidisation of enrichment activities for disadvantaged pupils.</p>	<p>In many cases, we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families including access to a counsellor, parent workshops, and links to other agencies including EIT Social Worker.</p> <p>Development of spreadsheet tracking system within office to ensure subsidisation to disadvantaged families is implemented for all enrichment activities.</p> <p>Continue to seek opportunities to support the development of cultural capital for all pupils including disadvantaged.</p>

Review of last year's aims and outcomes: 2019/20 (£50,160)

<p>Raise attainment for all pupils and especially those eligible for PP and with complex needs (CVP pupils)</p>	<p>A significant proportion of our disadvantaged pupils also have further barriers to learning. For pupils who are disadvantaged and SEND their achievement is measured by the progress made from their starting point in line with the progress of non-disadvantaged/SEND pupils. Data from the Autumn term data submission indicated that CVP pupils were making progress in line with non-CVP/disadvantaged pupils.</p>
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<p>Quality first teaching consistently identifies, targets and supports the progress of all PP pupils, resulting in improved attainment to narrow the attainment gap</p>	<p>Introduction of additional pupil progress checks and quality assurance of teaching and learning outcomes introduced to identify pupils at risk of falling behind including pupil groups. Additional support from support staff targeted to pupils including those disadvantaged to ensure that they 'keep up' and 'catch up'.</p>
<p>Narrow the gender gap in reading and writing in Y5, Y4 and Y2 to impact on the gender gap at the end of KS1 and KS2</p>	<p>The gender gap in both reading and writing in Year 5 reduced by the end of Autumn term. However, the gender gap in Year 3 and 6 remains and is an area of concern in both reading and writing. Due to COVID-19 opportunities to implement strategies and/or additional measures were halted.</p>
<p>Improve the teaching of writing across the school</p>	<p>Review and development of curriculum to include greater opportunities for cross-curricular learning opportunities and use of quality core text. Evidence from autumn data indicated that the % of pupil on track to attain EXS was an improvement.</p>
<p>To provide pupils who are eligible for PP with enrichment experiences outside of the classroom.</p>	<p>Increased engagement and opportunities for disadvantaged pupils to access enrichment activities including 1:1 music tuition, after school clubs and activities and planned residential visits. Unfortunately, due to the COVID-19 pandemic all enrichment activities were cancelled and postponed from spring term 2 onwards.</p>
<p>Improve pupils' SEMH</p>	<p>Federation counsellor on site twice weekly and pupils including disadvantaged accessing resource 1:1 to support social and emotional development as identified by parent/carer and/or school staff. Greater engagement and focus from pupils receiving support. Social skills intervention groups running frequently and accessed by identified pupils.</p>