Belmont Cheveley Park Primary School Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium 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	Belmont Cheveley Park Primary and Nursery
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	23%
Academic years that our current pupil premium strategy plan covers	2024~2027
Date this statement was published	February 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amy Goodwin
Pupil premium lead	Amy Goodwin
Governor lead	Carol Gater

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,900
Total budget for this academic year	£74,900

Part A: Pupil premium strategy plan

Statement of intent

At Belmont Cheveley Park Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium often have difficulties with speech, communication and their language can be exceptionally poor.
2	Social and emotional issues of some PP children impact on their learning and wellbeing. This can affect their ability to concentrate on academic activities, especially when working with others.
3	Pupils eligible for Pupil Premium often have poor / less than satisfactory attendance and, on some occasions, persistent lateness.
4	All children (regardless of ability) need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Some pupils are reluctant to read and have low phonic knowledge which requires additional time and resources in school

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 communication in speech and language which impacts upon phonics skills and writing skills.	Gaps are closing in speech, language and writing which is evidenced through year group data
Staff identify and address social and emotional barriers which can often impact on learning and output within lessons	Children have improved concentration levels and this impacts positively on progress
Reduce the number of persistent absentees and those with regular lateness	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children and their lateness is reduced
Provide children with high quality teaching and feedback to ensure progress in lessons / intervention sessions	Increased proportions of pupils will reach ARE in English and Maths across the school.
Provide increased opportunities in school to support and enthuse a love of reading and offer regular opportunities for focussed and specific interventions	By the end of the academic year, attainment in reading for all pupils improves across the whole school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34, 152

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Bug Club £5, 500	Bug Club is a DfE accredited systematic synthetic phonics programme EEF toolkit: Bug club link https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club-phonics#overview **EEF toolkit: Phonics - additional 4 month progress**	1 & 5
Recruit part-time TA for support across school £11, 895	Appoint a part-time experienced Teaching Assistant to work across all year groups – with a focus on basic skills in reading, writing and maths – with an aim to closing gaps in these areas. **EEF toolkit: Teaching assistant interventions additional 4 months progress**	1, 2, 4 & 5
Pre-reading comprehension resources £200	Use resources purchased for specific classes/ children which develop pre-reading comprehension skills. **EEF toolkit: Reading comprehension strategies additional 6 months progress**	1 & 5
Spelling frame £282	Continue the use of this resource (both in school and at home) to develop spelling and phonic knowledge. A tool to be used with the whole class – and differentiated for those where there are gaps in knowledge.	1, 4 & 5

	EEF toolkit: Homework additional 5 months progress	
Online resources (Mathseeds, TTRS, Maths Frame, White Rose Maths, Classroom Secrets, Purple Mash, Literacy Shed etc.) £7, 175	Continue and expand the use of these resources (both in school and at home) to develop basic skills, consolidate prior learning and key knowledge. A tool to be used with the whole class – and differentiated for those where there are gaps in knowledge. An additional resource to support early maths and children in EMP. **EEF toolkit: Homework additional 5 months progress**	4
Reading for pleasure books £1, 100	Enhance the provision of reading for pleasure books throughout school by ensuring library books are purchased – in line with children's interests and needs. Additional supplementary books will further support children which varying needs. **EEF toolkit: Reading comprehension strategies additional 6 months progress**	1, 4 & 5
CPD £2, 000	Key staff/subject leaders to attend training courses and disseminate training to all teachers which will then impact MTPs. **EEF toolkit: Mastery learning additional 5 months progress**	4
Staff meetings to improve teaching and learning around the 9 principles. And Twilight sessions with consultant £5, 000	**Putting evidence to work- EEF guidance report** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation **Rosenshine principles of learning (1986) updated in 2012.**	3,4

National online safety £1, 000	To upskill teachers and support assistants in digital literacy and online safety and emotional resilience. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. **EEF toolkit: Phonics - additional 4 month progress - Social and emotional learning**	2

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

Budgeted cost: £11, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Licences and resources £2, 200	Licences purchased for a specific group of children throughout KS2 – who will receive targeted Nessy intervention twice a week with an experienced TA. **EEF toolkit: Reading comprehension strategies additional 6 months progress**	1 & 5

Catch-up interventions £8, 500	An upper-pay scale teacher (employed already within the school) delivers focussed, small group tuition to children across the school for one and half days each week. **EEF toolkit: small group tuition additional 4 months progress**	4
SATs Resources (i.e. Boot Camp / Spag.com /Maths.com) £550	Specific SATs style questioning support for targeted children. **EEF toolkit: small group tuition additional 4 months progress**	4
Word Wallets £250	Word wallets used as a resource for transition between interventions, EMP and mainstream lessons to support with understanding of language and key vocabulary **EEF toolkit: small group tuition additional 4 months progress**	4

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

Budgeted cost: £26, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular activities £3, 000	Providing a wide, engaging and balanced school curriculum for all – and particularly to support those with barriers to learning. **EEF toolkit: physical activity additional 1 months progress**	2
Extra lunchtime supervisors to manage	Reduce challenging behaviour at lunchtime by enhancing outdoor play and opportunities for structured games as this can have a direct and lasting effect on pupils' learning.	2

challenging behaviours and emotional support £7050	**EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress**	
School dinners £400	Poverty-proof the school by ensuring all eligible children's parents/carers are supported with school meals	2
Positive Futures Worker £7500	Weekly 1:1 emotional and well-being support for specific children and their families. Support continues throughout school holiday periods. **EEF toolkit: social and emotional learning additional 4 months progress and one to one tuition additional 4 months progress**	2 & 3
Heads-Up Programme £2000	A measurable targeted programme to support with anger management and emotional wellbeing for groups of children. To develop a peer-mentoring support system in school. **EEF toolkit: social and emotional learning additional 4 months progress**	2 & 3
Wellbeing Assessment Tool £2000	Additional hours for PFW to analyse SDQ and develop an action plans for the school year. **EEF toolkit: social and emotional learning additional 4 months progress**	2 & 3
Durham Resilience Project £1250	Take part in the DRP to audit and plan for an improvement in pupil and staff wellbeing and resilience. **EEF toolkit: social and emotional learning additional 4 months progress EEF toolkit: social and emotional learning additional 4 months progress**	2 & 3
Pantomime cultural capital experience	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based	6

£1500	approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. **EEF toolkit: - additional 3 month progress - Arts Participation**	
Team Teach £1300	Staff are trained to deal effectively with challenging behaviour	1, 2 & 3

Total budgeted cost: £71, 362

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 2024 to 2025 academic year.

Strategies used in 2024-25 were successful and so the school will continue to use some of these approaches.

Teachers completed summative assessments in November 2024, April 2025 and again in July 2025. The outcomes have been analysed and have provided comparable data, progress and attainment.

Statutory assessments within the following year groups took place:

- Reception children: Baseline Assessment in October 2024
- Year 1 children: Phonics Screening Check in June 2025
- Year 2 children: Re-sits of Phonics Screen in June 2025
- Year 4 children: Multiplication Tables Check in June 2025
- Year 6 children: End of Key Stage 2 tests in May 2025

Data from both the statutory and non-statutory assessments has been used to support the review of outcomes for this statement.

Teaching Strategies

All children have received quality first teaching. Staffing has remained stable and both teachers and teaching assistants have delivered support / interventions for all children - whether that be 1:1, small group or whole class.

Targeted Intervention

Identified pupils receiving weekly catch-up support across the year made, overall, steady progress. Their data has been reviewed and children have been grouped accordingly.

Wider Strategies

Children continue to be exposed to a range of experiences and activities to support their mental health, well-being, resilience and – in general – their exposure to a broader curriculum.

Home/school links remain strong.

We have also made referrals to CAMHS, OT, Early Help, the EWEL team and other agencies for children who might need these services.

We have continued to use our school councillor weekly – completing SDQs for all children. Outcomes are analysed in order to make referrals and provide targeted support.

2024 – 2025 key outcomes for children receiving Pupil Premium funding:

YR GLD: 33% (2 ch)

Y1 Phonics: 75% (3 chn)

Y6 Reading: 80% (8 chn)

Y6 Writing: 70% (7 chn)

Y6 Maths: 80% (8 chn)

Y6 GPS: 80% (8 chn)

The above percentages include children in our EMP who receive PP funding: they are also SEN support or SEN EHCP