



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	Bellingham Middle School
Number of pupils in school	70 (71 including PP pupil who attends on Friday each week)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dan Ramshaw Interim Headteacher
Pupil premium lead	Dan Ramshaw Interim Headteacher
Governor lead	Simon Mobberley, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,090.00
Recovery premium funding allocation this academic year	£1500.00
COVID Catch up premium	£2800.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£29,390.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to offer excellent, exciting and enriching learning experiences for all of our children, regardless of their background, situation or educational need, across all areas of the curriculum. We aim to provide opportunity for everyone and enable success for all within a happy, safe environment. Our high standards ensure that we seek to develop academic excellence, as well as being fully committed in supporting the personal and physical development of all our pupils. Wellbeing is at the heart of everything we do. We believe that all pupils in our school should feel safe, be valued and supported, yet secure enough to face challenges with confidence. The development of emotional health, wellbeing and resilience, remains an overarching priority and is central to all we do.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the same goal as the non-disadvantaged, including progress for those who are already high attainers. 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 reactive to common challenges and individual pupil needs, embedded in assessments, not suppositions, about the impact of disadvantage. The approaches we have embraced will help pupils progress and narrow attainment gaps between disadvantaged and that of their peers. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, transfer data and discussions with pupils indicates underdeveloped reading comprehension skills amongst many disadvantaged pupils, compared to that of their peers. This impacts progress in all subjects.
2	Internal and external assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils and teacher diagnostic assessments suggest that many pupils struggle with problem solving tasks. In September 2021, GL Maths Assessment data showed that, on entry in Y5, all of our disadvantaged pupils were 'below average'. In 2019, maths SATs results showed that disadvantaged pupils made less progress (-2.52), compared to non-disadvantaged pupils (-0.16)

3	50% of our disadvantaged pupils face academic challenges, working below standard and 39% are on our SEND register. Our assessments and observations indicate that the education 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. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations. We are finding that now back in the classroom, children are relying on teacher/ teaching assistant intervention and support in many lessons therefore are lacking independence and confidence in reading, writing and maths.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support were high on return to school. 78% of our disadvantaged pupils currently require additional support with social and emotional needs.
5	Our attendance data over the last term indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 28% of disadvantaged pupils have been 'persistently absent'. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 reading attainment among disadvantaged pupils.	Assessments (external and internal) and observations indicate significantly improved reading comprehension skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2 and Y8.	Assessments (external and internal) and observations indicate the attainment gap has narrowed significantly between disadvantaged and non-disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by maths and English homework completion rates, as well as more creative, challenging enrichment homework tasks.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations. - a significant increase in participation in enrichment
	activities, particularly among disadvantaged pupils.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustain high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced - the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 13% lower than their peers.
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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)

Budgeted cost: £12,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing Oracy skills in all pupils.</p> <p>Improving literacy in all subject areas with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will continue to fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Embedding oracy and literacy skills in all subject areas. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Oracy toolkit</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Renewal of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 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 / Maths Leader enrolment in Teaching Hub</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,3
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Friends EEF Social and emotional learning</p>	3, 4, 5

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

Budgeted cost: £8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal reading teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> <p>EEF Reciprocal Reading Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £9,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour management, and wellbeing approaches (breakfast club/afterschool club), with the aim of developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk) IFS researchers in collaboration with the National Children's Bureau found that offering relatively disadvantaged primary schools in England support to establish a before-school breakfast club can improve pupils' academic attainment, pupil absence/ and or lateness and behaviour/ wellbeing of students. Institute for Fiscal Studies	3, 4, 5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and meet regularly with our EWO 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>PP lead to check the attendance percentage of all pupil premium every two weeks to enable swift action is taken to address any behaviour concerns. Attendance officer to work with pp lead to use incentives and when relevant work with the education welfare officer.</p> <p>Pupil-absence-in-schools-in-England</p>	<p>3, 5</p>
<p>Appointing a Domestic Violence champion to help develop or introduce your whole school approach to mental health and domestic violence.</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	<p>All</p>
<p>Appointing a whole school Pastoral Lead to develop interventions and support for pupils with mental health issues and develop social skills</p>	<p>Some pupil premium children have low self-esteem and/or mental health problems which ELSA sessions are given.</p> <p>Some pupil premium children have poor attendance and this affects their progress in lessons.</p> <p>Review into the impact of social and emotional aspects of learning - EEF</p> <p>Research into the impact of social and emotional aspects of learning - EEF</p>	<p>4</p>
<p>Member of staff delivering Food for Champions initiative to improve pupils' knowledge of healthy eating</p>	<p>All young people should have the opportunity to thrive and be healthy, no matter where they live. This promotes healthy eating to educate pupils on what a balanced diet looks like, to help them in the long term.</p>	<p>4</p>
<p>Resources invested in to develop social skills/social stories</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather</p>	<p>3</p>

<p>understanding for targeted pupils</p>	<p>than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>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.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Toast available to all pupils at break time as a snack</p>	<p>Childhood is an important time to establish good eating and drinking habits for future health.</p> <p>Teachers have suggested that a healthy snack at break time can help with pupils' concentration and behaviour in the classroom.</p>	<p>4</p>

Total budgeted cost: £29,000.00

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 2021 to 2022 academic year.

Last year, we made significant progress in developing literacy across the curriculum. A big push was made on incorporating extended writing tasks into the majority on the curriculum on a termly basis. Teachers were given access to a greater range of resources to develop this resulting in increased understanding of how to develop literacy in lessons. This has led to a marked increase in pupils' writing skills, in a wide range of lessons. Buying into Read Write Inc. has been hugely effective in improving the phonics skills of targeted pupils in intervention groups with specialist teaching assistants. This knowledge has been shared in CPD with teaching staff meaning that they have the skills to incorporate phonics into their lessons, enabling disadvantaged pupils to access the curriculum more readily and make greater progress. Reciprocal Reading intervention has resulted in targeted pupils developing reading confidence and fluency, which has been evidenced through our use of the Accelerated Reader programme. SATS results of 89% GPS and 78% Reading in 2022 indicate that targeted interventions and greater understanding of how to teach these skills has led to tangible progress and achievement.

Targeted academic support through tutoring continued successfully and had a positive impact on pupils. This happened in school through remote intervention classes. In school, catch-up classes continued.

Staffing turbulence over the last two years has compromised the development of the maths curriculum. The effects have been compounded by Covid, resulting in weak maths outcomes at the end of Key Stage 2 2021/22. Only 56% of Year 6 pupils achieved the expected standard. A new maths Lead was employed in April and has transformed the maths department.. White Rose now provides a spine for the maths curriculum, but leaders understand its limitations and use a range of additional resources to enrich, scaffold and deepen knowledge where appropriate. The supplementary resource includes NCTEM, Pearson books and Target books. There are now more opportunities to practice maths during maths lessons, fortnightly arithmetic practice, and other subjects. In addition, the timetable was restructured, so pupils have more time for maths - years 7 and 8 now have four maths lessons per week. Leaders also ensure consistent methods are used across subjects, e.g. drawing graphs in Science. Small group interventions for targeted pupils are running over eight weeks at lunchtime. A maths homework club began weekly in September. Fifteen pupils per week on average are attending. Maths toolkits (including counters, dienes, and multiplication cards) have been prepared for all groups, which will also benefit pupils with additional needs. Assessment remains a priority for ongoing development. Assessment arrangements in the summer term were not sufficiently robust. A new half-termly formative RAG rating system and a termly summative paper test has been introduced, but the reliability and impact of this information are still untested at this moment.

Pupils' social and emotional health has been a key issue in school over the past year. Our THRIVE lead/Mental Health Lead delivers 1:1 sessions with targeted disadvantaged pupils to meet their emotional needs. A Pastoral Lead has also been employed to assess pupils who require support and plan interventions accordingly. A Teaching Assistant with experience of delivering social skills and social stories sessions was employed in June. Staff have undertaken CPD on the THRIVE approach which is embedded into our school values.

We changed our Behaviour Policy to a Behaviour and Relationships policy with a focus on nurturing pupils, especially those who are disadvantaged or vulnerable. This focus has ensured behaviour remains good in school while developing the emotional wellbeing of our pupils, ensuring they know they have staff who support them and can help solve any issues that they may have.

Attendance has continued to be monitored closely. Meetings have been set up with our EWO on a three-week basis to discuss and monitor any concerns.

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
Accelerated Reader	Renaissance

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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.