



# Bellingham Middle School

## Pupil premium strategy statement

This statement details our school's use of pupil 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 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	50
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024/5 - 2027/28
Date this statement was published	January 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Diane Grey Interim Executive Headteacher
Pupil premium lead	Diane Grey Interim Executive Headteacher
Governor lead	Ant Kirkbride, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10 280
<b>Total budget for this academic year</b>	£10 280

## Part A: Pupil premium strategy plan Bellingham Middle School 2021/22 – 2024/25

### 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Complex behaviour needs resulting in students attending alternative provision full time
2	Attendance of pupil premium students is below that of non-pupil premium students (88% compared to 92.9 in 2023/24)
3	Reading age data and comprehension reading age data show that pupil premium students are more likely to be below age related expectations than non-pupil premium students
4	Cognition and learning. Average CATs scores for PP students compared to non-PP students (2024/25); Year 5 - NA as the PP student does not attend school Year 6 - 97.5 vs 103.14 Year 7- 89.8 vs 95.3 Year 8 - 97.5 vs 96.25 Resulting in more pupil premium students being on the SEND register than non pupil premium students

## 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The gap in attendance for pupil premium students vs non-pupil premium students will decrease from 2023-2024.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	The gap in attendance for pupil premium students vs non-pupil premium students will decrease from 2023-24

## 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.

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

Budgeted cost: £8 280

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.  <u>EEF Reciprocal Reading</u> <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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.  <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1,3
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, 4

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

Budgeted cost: £2 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Whole staff training on positive behaviour management, and wellbeing approaches (breakfast club/afterschool club), with the aim of developing our school ethos.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. <u>Behaviour interventions   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>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. <u>Institute for Fiscal Studies</u></p>	<p>1,2,3</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>1,2,3</p>

**Total budgeted cost: £10 280**

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

Unfortunately there was no PP plan for 2023-24 and no reliable internal data to analyse and no tracking of the impact of literacy interventions.

### 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Fresh start	Read Write Inc
Thrive	<a href="https://www.thethriveapproach.com">Thethriveapproach.com</a>