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	Belmont Academy
Number of pupils in school	414 (without Nursery provision)
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lucy Childs Head Teacher
Pupil premium lead	Kate Law Assistant Head Teacher
Governor / Trust lead	James Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,990

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Belmont, our intention is that all pupils—regardless of their starting points or the challenges they may face—make strong academic progress and achieve highly across the curriculum. We are committed to ensuring that every pupil leaves Belmont ready for the next stage of their learning and able to access a broad range of future opportunities.

Our Pupil Premium strategy is centred on ensuring that disadvantaged and vulnerable pupils, including those with SEND, those who have experienced social care involvement, or those affected by socio-economic disadvantage, achieve outcomes that are at least comparable with their peers. We recognise the specific and sometimes complex barriers these pupils may face and aim to identify and reduce them swiftly.

High-quality teaching lies at the heart of our approach. In line with research from the Education Endowment Foundation (EEF), we recognise it as the most effective strategy for improving outcomes for all pupils and a key driver in closing attainment gaps. Our strategy is based on robust diagnostic assessment, teacher observation, internal monitoring, and meaningful engagement with families.

Additionally, we are committed to ensuring that all pupils have access to a full educational experience that supports not only academic development but also their social, emotional, physical, and spiritual development. We recognise that a rich and holistic curriculum, supported by strong pastoral care, is fundamental to pupils' success, wellbeing, and long-term aspirations.

To ensure our strategy is effective, we will:

- Maintain consistently high expectations, ensuring that disadvantaged pupils are appropriately challenged through our commitment of *challenge for all*.
- Intervene early, acting as soon as needs are identified through referrals to our Inclusion Lead, external partners, and targeted interventions.

- Apply a whole-school commitment, where all staff understand their responsibility for improving outcomes for disadvantaged pupils.
- Strengthen pastoral and wellbeing provision, supporting pupils' emotional development and mental health as a foundation for learning.
- Monitor and improve attendance, implementing targeted strategies to reduce persistent absence and ensure pupils benefit from the full curriculum.

Our approach is intended not only to support disadvantaged pupils but to enhance provision for all learners. Through a consistent, evidence-informed, and inclusive strategy, we are committed to ensuring every pupil at Belmont thrives academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points and gaps in early language, communication and attention and listening development for pupils entering the early years foundation stage. Baseline data showed 64 % for speaking and 67% for listening, attention and understanding vs 81% for managing self.
2	Data for our disadvantaged pupils indicates that in some year groups, they perform below their non-disadvantaged peers in Writing. On average, only 50.8% of disadvantaged pupils in Year 1 to 6 reach the expected standard in writing, compared to 72.3% non-disadvantaged.
3	Inconsistent access to academic support at home, including limited resources or technology access, completion of homework, home reading and access to enrichment activities.
4	Of our disadvantaged pupils, 35% have an additional SEND barrier which classifies them as our most vulnerable pupils placing additional challenges to their progress and attainment.
5	The attendance of disadvantaged pupils is poorer than that of non-disadvantaged with 92.2% attendance rate for 2024/25 for disadvantaged compared to 94.8% for non-disadvantaged. It does however show an improvement year-on-year. In addition, disadvantaged pupils have higher levels of persistent absenteeism than their non-disadvantaged peers 23.7% vs 11.5%).

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 writing attainment for all pupils with positive progress for our disadvantaged pupils.	Assessment and data show that attainment of all pupils including disadvantaged pupils remains consistent with on average 80% of pupils reaching the expected standard. Quality first teaching will impact on outcomes resulting in a greater percentage of pupils reaching the expected standard to include disadvantaged pupils. A triangulation of evidence including pupil voice, workbook reviews and learning walks indicate higher quality writing outcomes for pupils including disadvantaged supporting assessment judgements.
The bespoke and personalised needs of the most complex disadvantaged pupils (SEND and disadvantaged) are met effectively and successfully.	SC: their needs are fully met aligned to where applicable EHCP objectives, access appropriate support both within the classroom but also by other agencies and continue to make good progress from their starting point accessing a wide, broad and rich curriculum.
Effective speech and language and communication interventions within the Early Years have a measurable impact on pupils' language and oral skills.	When compared to Reception baseline data, at least 75% of disadvantaged pupils attain the expected standard in Literacy when measured from their starting point. The overall percentage of pupils attaining the expected standard in Literacy is comparable to Maths demonstrating the effectiveness of the EY curriculum and speech, language and communication interventions. Pupils develop better speech, language and communication skills reflected in GLD. Pupils are confident and able to articulate wants and needs successfully. Interventions have the desired impact and this is reflected in wider data such as reading and writing outcomes.

To achieve and sustain improved attendance for all pupils particularly the most disadvantaged including a reduction in persistent absenteeism.	Sustained high attendance for all pupils evidenced by: - The overall attendance rate of all pupils being in line with the national average including our disadvantaged pupils. - The current trend of absence for disadvantaged pupils in KS2 narrows when compared to non-disadvantage absence. - Disadvantaged pupils who are classified as persistently or severely absent reduces.
To secure a wide range of opportunities for pupils to participate in enriching activities to enhance learning experiences including trips, visits, residential and workshops.	By 2027, a high proportion of our disadvantaged pupils will participate in subsidised or free enrichment activities including after school clubs, residential trips and curriculum visits and workshops. This is evidenced through pupil uptake, parent and pupil voice and stakeholder surveys.

Talk Boost intervention is running in Nursery and Reception three times a week for a group of pupils including disadvantaged pupils for a period of 8 weeks.

Turn taking games and social skills interventions are implemented daily targeting pupils including the disadvantaged pupils.

High model of language and vocabulary are embedded within practice.

Language rich environment.

Additional daily reading and phonic delivery.

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: £44,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Teaching and Learning Lead for 0.2 FTE to support teacher development, practice and pedagogy. Operating alongside senior leaders to secure best possible outcomes for all pupils.	Dedicated release time to focus on teacher development. Studies and research show, that when a leadership role has a sole focus on leading teaching and learning this can positively influence teaching quality, teacher attitude and morale, pupils learning outcomes and the school's improvement capacity. (Farchi & Tubin & De Nobile studies). The EEF refers to leadership practices that build teaching quality as part of the research on the Effective Professional Development programme.	1, 2 £
Source and schedule writing CPD where appropriate to include Talk for Writing for key staff to disseminate to teaching staff to develop teaching subject knowledge and pedagogy	High quality effective teaching of writing including classroom discussion, spoken and oral communication alongside shared and modelled writing and the development of the skills of writing impacts on pupils attainment and achievement. Strong subject leadership is key to monitoring effectiveness through workbook reviews and observations as well	2, 4

to secure effective writing outcomes. Development of a writing toolkit to develop a bank of effective and successful strategies that can be used in delivery to impact on pupils written outcomes.	as supporting teaching staff with effective planning and delivery. Implementation of research project to reviews pedagogical strengths and areas for improvement in Writing led by English Lead. CLPE, Education Endowment Fund, Education Development Trust, Talk for Writing, Craft of Writing.	
Consistent implementation and use of Place Value of Punctuation and Grammar to ensure pupils secure the foundation skills to impact on the overall quality of writing outcomes.	Research beyond the EEF supports developing punctuation, grammar and spelling through systematic, explicit instruction embedded in meaningful writing. Meta-analytic evidence shows that structured spelling instruction improves spelling and contributes to wider literacy gains (Graham & Santangelo, 2014). Government reviews also conclude that grammar and punctuation teaching is most effective when taught in context within real writing tasks, rather than through isolated drills (Wyse & Torgerson, 2017; DfE, 2012). Studies of writing development further show that strengthening pupils' transcription skills reduces cognitive load and improves writing fluency (McCutchen, 2011), while targeted teacher feedback can enhance spelling and punctuation accuracy (Bitchener & Ferris, 2012). This evidence supports an approach that combines explicit instruction, contextualised practice, and responsive feedback to improve pupils' writing accuracy and outcomes.	2, 4
Trialling of Arbor Assessment system to assess pupils working pre-key stage to ensure a clear overview of progress is mapped.	Specialist organisations (NASEN, MAT SEND guidance) and the DfE advocate using graduated response tools, provision maps and bespoke step-based assessment grids to show incremental progress, link evidence to provision, and trigger escalation when pupils do not make expected gains. These tools make pupil progress visible and drive review meetings and next steps. The DfE's SEND assessment resources and the evolving Ofsted/Education Inspection	1, 2, 4

	Framework emphasise strengths-based, person-centred assessment and robust evidence of progress — which bespoke systems can provide more reliably than off-the-shelf attainment trackers.	
Attendance to PiXL training and workshops to enhance its use within school to secure its effective use to support assessment. PiXL assessments are utilised and used to support teacher judgement and knowledge of class profile in terms of attainment. Resources and targeted interventions are explored and used to bridge gaps in knowledge.	Standardised PiXL assessments support teacher assessment and provide a clear overview of pupil strengths and weaknesses that impact on high quality teaching and instruction and targeted intervention. This is supported by research undertaken by the Education Endowment Fund.	1, 2, 4
Development of a speech and language intervention namely BLAST and Talk Boost within the EY's to target low speech, language and communication start points for pupils. The tools will also be used as a form of assessment for onward referrals to speech and language.	From baseline and start point, data supports the impact of such interventions in improving pupil speech and language and communication skills and this impacts on their wider levels of development across the ELG's. The Education Endowment Foundation (EEF) summarises evidence showing that early communication and language approaches delivered by trained adults—such as intensive vocabulary work, interactive book reading, modelling and responsive language support—typically have a high impact on children's spoken language skills, boosting learning by an average of around 7 months in early years settings. Communication and Language Approaches - Education Endowment Fund EYFS Framework September 2023	1,4
Targeted and specific teaching staff professional development including	The Department for Education (DfE) independent review reports that high-quality professional development improves	5, 4

EBSA, subject leader forums, leadership programmes and NPQ's impact on the overall quality of teaching, subject knowledge and pedagogical practice.	teachers' knowledge, practice and confidence, which in turn can have positive effects on pupil outcomes. Teachers also feel more professionally satisfied and are more likely to remain in the profession when supported by structured, coherent PD. PD can contribute to meaningful gains in pupil attainment when teachers apply what they learn to classroom practice, with evidence of pupil impact similar to years of experience differences. Education Policy Institute .	

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

Budgeted cost: £31,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted interventions to support both disadvantaged and non-disadvantaged pupils with SEND and recognised learning needs.	Specialised targeted interventions including NESSIE, Jump Ahead, Lego Therapy, Zones of Regulation and TalkBoost have an impact on the behaviour for learning, speech, language and communication development and social skills of pupils including those with speech and language delay, ASD, ADHD and dyslexia enhancing learning progress and attainment. Communication and Language Approaches - Education Endowment Fund	1, 3, 4
TA recruitment to lead consistent and targeted wave 2 interventions to include Maths and Reading interventions for pupils targeting Year 6 as 26% of pupils are disadvantaged.	The Education Endowment Foundation (EEF) Teaching Assistant Interventions Toolkit finds that TA-delivered targeted interventions — where TAs are trained to deliver structured learning programmes to small groups or individuals — are associated with moderate positive impacts on pupil attainment (on average around +4 months of additional progress compared	2, 4

	with similar pupils who did not receive the intervention).	
Additional targeted reading intervention and phonic sessions targeted at pupils including disadvantaged who have identified as requiring further support on top of quality first teaching.	Additional purposeful reading interventions including 1:1 reading to support fluency have a strong impact on all pupils particularly those from disadvantaged backgrounds. In addition, quality, small group targeted phonics delivered regularly and in addition to daily synthetic phonics teaching, has an impact on overall progress. EEF, Phonics Toolkit, Reading Framework 2023.	1, 3, 4

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

Budgeted cost: £25,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trained pastoral staff interventions such as Drawing and Talking, Sand Therapy Social skills groups, social and emotional needs including anxiety and emotional regulation, self -esteem and self- confidence.	There is a vast array of evidence and research that supports the importance of developing social and emotional skills and the impact that this has on improved academic performance and outcomes. Pupils who feel well supported and listened to forge stronger, more effective relationships with peers and demonstrate higher standards of attitudes and behaviour. The significant challenges of the pandemic including bereavement and trauma, lack of peer on peer social interaction must be identified and addressed to support achievement. EEF Social and Emotional Learning, NAHT & PHE: The link between pupil health and wellbeing and attainment	4, 5
Subsidised enrichment opportunities for disadvantaged pupils	Providing enrichment activities to disadvantaged pupils enhances their overall	3

including music lessons, attendance to breakfast and after school clubs, residential visits and educational trips and workshops to include half term clubs. Continued employment of a Sports coach to offer a wide enrichment programme to include participation in a range of competitive and non-competitive sports.	learning progress and supports socio-emotional development. Access to additional activities such as music tuition, performing arts lessons and French club presents pupils with opportunities that will optimise their own aspirations and future goals. A UK Department for Education evaluation of the Primary PE and Sport Premium found that in schools using the funding to employ sports coaches, the majority reported: • Increased pupil engagement in PE and sport during curriculum time. • Higher participation in extra-curricular sports activities.	
Monitoring the attendance of our disadvantaged pupils. Where concerns arise, signpost to supportive agencies e.g. Family Wellbeing and continue to forge positive partnerships with parents to impact on overall attendance.	Evidence suggests that building a calm, orderly and safe environment supports pupils attendance. Pupils are often faced with multiple barriers which hinder them attending school regularly. Parent partnerships, an effective pastoral support and effective resources are essential to improve attendance. The Working Together to Improve School Attendance Guidance 2022	4, 5
Contingency fund for issues not yet identified.	Based on previous experiences, a small amount has been set aside to respond to any needs that have not yet been identified.	ALL

Total budgeted cost: £101,894

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 2023 to 2024 academic year.

Our strategy this year has a heavy focus on improving outcomes for all pupils including our most vulnerable and disadvantaged, in reading and writing. We will be fully utilising the funds allocated to us from Pupil Premium funding which for us, has seen an increase. How this money will be spent is set out above and includes a balance of resources, quality first teaching, intervention and pastoral development and support.

In response to our attendance, overall for the academic year 2023/24 our attendance was above national at 95.2% which is incredibly positive considering the challenges faced by our families. However, the attendance of our most vulnerable and disadvantaged pupils was 93.8% which is above that of 2023 and below non-disadvantaged pupils who had 95.4% attendance. In light of the improved attendance rates that sit above national and with no significant notable difference between the attendance of disadvantaged vs non-disadvantaged, this will no longer be an area of focus within our strategy.

We are confident that our curriculum meets the needs of our learners and prepares pupils for the next stage of learning. We continue to remain focused on ensuring that pupils secure learning overtime through high quality teaching and effective pedagogical practices.

Our KS2 statutory outcomes remained above national for 2023/24. 68% of pupils attained the EXS in Reading, Writing and Maths in 2024 which is comparable to outcomes in 2023 and above national. The percentage of pupils attaining the GDS in the core subjects remained the same when compared to 2024 with a slight increase in Reading (30% vs 37%). However, our most disadvantaged pupils underperformed when compared to their non-disadvantaged peers with only 18% reaching the EXS across all areas. Whilst it must be noted that that some pupils are our most complex with additional SEND needs, it remains our aspiration to narrow the gap and this is reflected in our intentions for 2025-27.

Finally, Belmont remains committed to supporting pupils and families with social, emotional and mental health concerns and this is reflected in the continuous development of our pastoral team and intervention programme. Our strategy going forward remains focussed on developing pupils' social, emotional mental health and positive wellbeing. Our strategy continues to focus on providing a range of enrichment enhancing opportunities for all pupils ensuring access for all as well as offering bespoke interventions including Drawing and Talking, Lego Therapy, Sand Therapy and Zones of Regulation alongside signposting and referral to other agencies such as CAMHS, SEMH partner and Family Wellbeing service.