Pupil premium strategy statement Belle Vue Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	
Date on which it will be reviewed	Oct 25
Statement authorised by	
Pupil premium lead	A. Perrett
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£48,840

Part A: Pupil premium strategy plan

Statement of intent

At Belle Vue Primary School we have high expectations for all pupils in our school, and believe that every child can fulfil their individual potential, both academically and socially. We focus on providing good quality first teaching; engaging effectively with the school community and providing approaches that allow us to meet the individual needs of our pupils. We aim to achieve this by providing an appropriate level of challenge whilst also ensuring we offer and provide any needed support to allow children to overcome barriers to learning. Our curriculum is engaging, varied and knowledge-rich, equipping our pupils with the knowledge, skills and understanding to be positive, contributing, members of our global society.

Our strategies will target the individualised needs of our children in receipt of pupil Premium funding, with the main aim being that these children will do as well as their peers with similar starting points, who are not eligible for the pupil premium. Some interventions, strategies and school initiatives have been made possible by allocating the pupil premium funding. These are not restricted to only supporting pupils eligible for the pupil premium funding.

Our pupil premium strategy plan will work towards providing children with the educational support and emotional wellbeing and mental health support required to accelerate their learning and allow to progress and achieve in line with their peers who are not in receipt of the funding. Analysis of assessment data and discussions at pupil progress meetings, will allow both teaching staff and senior leaders to ensure that we can tailor any support required to meet the individual needs of our pupils who are eligible for the funding. We also aim to provide wider, extra-curricular experiences and opportunities, such as after-school clubs, that they otherwise might not have access to.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and Reading
2	Writing
3	Maths
4	Attendance
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
To improve and maintain good progress and attainment in reading, writing and maths for pupils in receipt of pupil premium funding.	Quality forst teaching is a high priority to those pupils in eciept of pupil premium funding. This Should improve the progress of these pupils to at least expected. Analysis of data by senior leaders and staff and regular discussions about pupil premium pupils will allow support to be targeted to address their individual needs.
To support the parents and families of all our pupils, particularly our disadvantaged pupils so they can provide support with learning at home.	Parents will feel comfortable and confident to approach school staff for support/guidance with learning at home, through engagement with our FLO Pupils will engage/complete any learning tasks set for completion at home.
To sustain high attendance for all our pupils particularly our pupils in receipt of pupil premium funding	Attendance tracking in line with DFE guidelines. Regular monitoring by senior leaders an FLO to highlight pupils at risk of breaching attendance guidelines. FLO and senior leaders to work closely with parents to emphasise the importance of attending school.

	Information about the importance of attendance to be regularly shared with parents and carers. Increase in number of pupils achieving our school attendance target of 97% in the next three years, with a focus on our disadvantaged pupils.

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: £33,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils – this will be supported through CPD at staff meetings and additional subject leader training.	Tiered approach with quality first teaching as our top priority, ensuring that staff receive quality CPD to offer targeted support and deliver effective teaching. *Impact of high-quality teaching EEF* *Effective Professional Development*	1,2,3
Engagement in CPD. Maths Hub Monster Phonics.	There is strong evidence that suggests that with correct scaffolding pupils' independence and resilience can be developed – impacting upon them as successful learners. *Maximising the impact of teaching assistants.*	1,2,3.
Maintaining FLO	Supporting families enabling them to access the curriculum *Working with Parents to support children's learning.*	1,2,3,4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused intervention across school on the fluency of reading leading to improved understanding.	Building better reading skills and is understanding are fundamental to developing successful readers. As a school reading is a high priority. Improving Literacy EEF Effectiveness of building reading skills EEF	1,2,3.
Provide targeted support and intervention to those pupils whose learning is not meeting the expected attainment. These pupils will include our disadvantaged children.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support those children who have fallen behind. This will be reviewed and adapted regularly. Small Group Tuition EEF Special Educational Needs in Mainstream schools EEF.	1,2,3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and visits. We will part fund school visits, trips and residential trips.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, Maths and Science The positive impact of enrichment activities EEF toolkit arts participation.	1,2,3,4
Forest School sessions to support confidence, independence and well-being.		

Support wider curricular activities for pp families		
Engaging with parents about the importance of attendance and the effects that not being in school can have on progress. FLO and Senior Leader to monitor attendance in line with DFE guidance.	Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils.	1,2,3,4

Total budgeted cost: £48,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Intended Outcome 1

To improve and maintain good progress and attainment in reading, writing and maths for pupils in receipt of pupil premium funding.

Reading
Disadvantaged – Exp 45%
Non-disadvantaged – Exp 64%
Writing
Disadvantaged – Exp 9%
Non-disadvantaged – Exp 29%
Maths
Disadvantaged – Exp 27%
Non-disadvantaged – Exp 58%
Combined
Disadvantaged 0%

Non-disadvantaged 24%

Attainment for all pupils including disadvantaged pupils, is not currently where we want it to be. Inconsistencies in staffing caused disruption to pupils learning, impacting the continuity and quality of teaching and, consequently, outcomes across the cohort.

As a school, our key priority moving forward is to improve the quality of teaching learning across all year groups, ensuring that every pupil receives consistently high quality teaching and the support they need to achieve well. We have been allocated RISE support and associated funding, which will be used to support this priority. This will focus upon strengthening the quality of education, improving teaching practice and accelerating progress and attainment for all pupils, including those who are disadvantaged. Through this work, we aim to address to address gaps in attainment, improve outcomes and ensure that disadvantaged pupils are supported to achieve their full potential.

Intended Outcome 2

To support the parents and families of all our pupils, particularly our disadvantaged pupils so they can provide support with learning at home.

Our family liaison officer met regularly with both the parents and pupils of our disadvantaged families providing support, guidance and help with necessary referrals. On the whole, the support was pastoral in nature as this met the needs of the disadvantaged pupils.

Intended Outcome 3

To sustain high attendance for all our pupils particularly our pupils in receipt of pupil premium funding

Following the DfE guidance on attendance (August 2024) the school published a revised attendance policy. This was shared with all parents/carers.
For the academic year 25/26, the attendance of our disadvantaged pupils was below National at 90.5% Vs 94.7%
For all pupils, attendance was 94.4% Vs national at 94.7%
Within this cohort of disadvantaged pupils, was one pupil who was severely persistently absent due to EBSA. However, the school's Family Liaison Officer alongside members of SLT supported this child consistently throughout the year and liaised with external agencies on a regular basis to ensure the pupil was supported and needs were being met.
Attendance will continue to be a focus for the school regarding for 2026/2027.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider