

Pupil premium strategy statement – *Belsay Primary School*

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	81
Proportion (%) of pupil premium eligible pupils	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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Termly - Ongoing
Statement authorised by	Craig Shaw
Pupil premium lead	Craig Shaw
Governor / Trustee lead	Paul Laidler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,690

Part A: Pupil premium strategy plan

Statement of intent

At Belsay Primary School, we are committed to ensuring every pupil — regardless of background, need, or circumstance — has the opportunity to thrive academically, socially and emotionally. Although our number of Pupil Premium pupils is small, each child's progress, wellbeing and access to enrichment is carefully monitored and supported.

Our strategy focuses on:

- High-quality, adaptive teaching that meets individual needs.
- Targeted academic support in reading, writing and maths.
- Nurture-based pastoral support to develop confidence, resilience and self-esteem.
- Strong communication and partnership with families to reduce barriers to learning.

We aim for all of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we aim for the attendance of our Pupil Premium funded children to improve and close the gap between PP and non PP children.

We recognise that our post-looked-after pupil attracts a higher level of funding and that this must be used strategically to address both academic progress and emotional security.

Our approach will be reviewed termly to ensure impact is evident for each child.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have lower starting points in reading fluency and comprehension compared to peers.
2	Gaps in key maths concepts, particularly number fluency and reasoning, impact overall attainment.
3	Social and emotional needs for a small number of pupils, including attachment-related challenges can affect engagement and self-regulation.
4	Some pupils have limited access to enrichment experiences outside school that reduces cultural capital and aspirations.
5	Children with SEND are often PP.

6	Attendance and punctuality of pupil premium children tend to be lower than that of non pupil premium.
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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 fluency and comprehension for all disadvantaged pupils.	Reading attainment and progress for all PP pupils meets or exceeds age-related expectations.
Improved mathematical fluency and problem-solving confidence.	Internal and statutory data show gaps closing between PP and non-PP peers.
Enhanced emotional wellbeing and resilience, particularly for post-LAC pupil.	Improved pupil engagement, confidence and self-regulation evidenced through pupil voice.
PP children's attendance and punctuality is improved and in line with national expectations.	PP children's attendance is in line with national /in line with the rest of the cohort. PP persistent absence matches that or is lower than the rest of the cohort and is broadly in line with national.
Increased participation in wider curriculum and enrichment activities.	100% of PP pupils participate in at least one enrichment or leadership opportunity.
Families have the confidence to seek out advice and support in order to improve their life. Ensure support , advice and signposting of external agencies is available to all families	High quality guidance provided by the school signposts vulnerable families to outside agencies and supports improving parent relationships with the school. Attendance advisory support, foodbank support, early help, school counsellor etc are embedded for PP families and support them to make positive contributions to the school and community. Parents of PP pupils engage more fully in whole school activities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading intervention and fluency practice using EEF "Improving Literacy in KS2" guidance.	EEF shows oral language and reading comprehension strategies have high impact for disadvantaged pupils.	1
<i>Additional small-group maths support (TA-led) focusing on number fluency and reasoning.</i>	EEF guidance on mastery and small-group tuition shows moderate-to-high impact for disadvantaged learners.	1, 2
<i>One-to-one academic mentoring and feedback.</i>	High-quality feedback (EEF +8 months) strongly linked to accelerated progress.	1, 2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language identification and intervention in EYFS	Jigsaw Speech and Language Therapy	1, 2
Small group interventions	Research shows that intensive individualised or small group tuition is highly effective. The approach outlined in the DfE "School-led tutoring" handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps.	1, 2, 3, 5
Social and emotional learning through pastoral interventions	Historical evidence within BS shows that PP children with social and emotional needs who work closely with support	3, 6

	staff are able to engage more with learning and have an increased positive attitude towards themselves and their learning.	
SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier. - SEND surgeries	Previous work within school shows that early intervention increases the opportunity for the child's needs to be met and to make appropriate progress.	1, 2, 5
TA to deliver Drawing and Talking therapy for children with identified SEMH need	Drawing and Talking enables school staff to assess the social and emotional skills of young people quickly and effectively, ensuring they can respond in the right way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student.	1, 3, 6

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support and emotional check-ins for identified pupils.	EEF evidence links social and emotional learning approaches to improved behaviour and attainment (+4 months).	3
Funding for enrichment and educational visits to widen experiences.	EEF and DfE guidance note that increasing access to enrichment builds aspiration and engagement.	4
Pastoral liaison with parents and carers to support attendance, routines, and wellbeing.	Parental engagement is consistently linked to improved outcomes (EEF +4 months)	3, 4

Total budgeted cost: £9,035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress - reception to Y6

Reception

- In 2024/25 we had 0 children who were PP

Year 1 phonics

- In 2024/25 we had 0 children who were PP and sit their phonics screening .

Year 6 Outcomes

- In 2024/25 - we had 0 children who were PP sitting their KS2 SATS

Quality of teaching for all

With the recent introduction of the new curriculum and Make a Fuss! This has really helped our children to learn more but ultimately remember more. Allowing them to retain vital information. Teaching quality is high and regular reviews and quality assurance takes place to maintain high expectations for all.

- Pupil progress is reviewed termly through pupil progress meetings.
- The Headteacher leads all PP reviews and reports to governors three times a year.
- All staff are aware of which children are Pupil Premium and how they are supported.
- Funding will continue to be used flexibly to remove individual barriers as they arise.

Other approaches

PP pupils are prioritised for additional extra curricular activities in school including fixtures, trips and residential.

Externally provided programmes

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

Programme	Provider
Friends Resilience	Friends Resilience
ASK Psychology	Sarah Brook
Speech and Language Intervention	Jigsaw Therapy

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A