

# Pupil premium strategy statement Belmont School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	136
Proportion (%) of pupil premium eligible pupils	
Date this statement was published	17/11/2025
Date on which it will be reviewed	17/11/2026
Statement authorised by	Devin Cassidy
Pupil premium lead	Nicola Haworth (Primary)
Governor / Trustee lead	Justine Sims

## Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£17, 093
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£17, 093

## Part A: Pupil premium strategy plan

### Statement of intent

At Belmont, all staff and governors take collective responsibility for the progress and wellbeing of our disadvantaged pupils. We are committed to providing a high-quality education that meets their academic, social, and emotional needs. Through a broad and balanced curriculum and the development of strong relationships with each pupil, staff are empowered to positively influence the trajectory and future life chances of our students. Our vision is to equip pupils with the skills, knowledge, and curiosity to become confident, engaged individuals who contribute positively to their communities and wider society.

We recognise that not all children from low-income families are disadvantaged, and not all disadvantaged pupils are eligible for Pupil Premium funding. The intended effect of Pupil Premium is to accelerate progress and raise attainment for pupils who are at an educational disadvantage.

#### **Our key objectives for disadvantaged pupils are:**

- To achieve outcomes in line with their non-disadvantaged peers.
- To improve progress and attainment in maths, reading, and writing.
- To ensure pupils receive appropriate mental health and wellbeing support to fully access the curriculum.

#### **Strategies to achieve these objectives over the next three years include:**

- Ensuring quality first teaching through professional development that enables teachers to deliver a broad, knowledge-rich, and culturally engaging curriculum.
- Embedding maths mastery and increasing mathematical fluency through WRM.
- Providing targeted academic support in language, phonics, reading, spelling, and maths.
- Delivering a range of SEMH interventions led by the pastoral team to support pupils' social and emotional development.

Curriculum leaders use data to evaluate the impact of the Pupil Premium strategy and make adjustments within subjects or year groups as needed.

## Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing and SEND needs
2	Large gaps in education
3	Limited cultural capital
4	Phonics knowledge
5	Significantly working below age related expectations

## 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
Achieve expected progress in Phonics and reading	PP pupils make progress each term in phonics  Gap has been narrowed between PP and all children
Achieve expected progress in Maths	PP pupils make progress each term in Maths  Gap has been narrowed between PP and all children
Children receive appropriate mental health support so that they can access the curriculum	Reduction in safety interventions Reduction in negative incidents

## 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to embed accountability and inclusive strategies for whole class teaching	The EEF Planning Guide for Schools highlights that high-quality teaching is the single most important factor in improving attainment outcomes, with the greatest impact seen for disadvantaged pupils. Evidence emphasizes that targeted professional development is essential to help teachers effectively implement core teaching strategies, including metacognition and self-regulated learning as well as language development and comprehension. Prioritising these elements ensures that teaching is both evidence-informed and consistently high-quality, directly supporting pupil progress and reducing the attainment gap.	2,4,5
CPD to ensure a clear and concise curriculum is well planned and progressive, so children know and remember more		2,4,5
Teaching and Learning Lead to ensure a well-planned and rich curriculum		2,4,5

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

Budgeted cost: £5000 (£2500 per TLR)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions - English</i>	<b>Reading Comprehension Strategies:</b> Research consistently shows that targeted reading comprehension strategies can significantly boost pupil outcomes. According to the Education Endowment Foundation (EEF) toolkit, these strategies can add an average of <b>+6 months' progress</b> , representing a "very high impact for	1,2,4,5
<i>Structured interventions - Maths</i>		1,2,4,5

	<p>very low cost,” supported by extensive research.</p> <p><b>One-to-One Tuition:</b> Individualised tuition is highly effective in accelerating learning, with EEF evidence indicating an average gain of <b>+5 months’ progress</b>. This approach is classified as “high impact for moderate cost” based on moderate-quality evidence, demonstrating its value in providing personalised support that addresses specific learning gaps.</p> <p><b>Small Group Tuition:</b> Small group interventions also positively affect learning outcomes. The EEF toolkit reports an average improvement of <b>+4 months’ progress</b>, described as “moderate impact for low cost,” supported by moderate research. This approach allows pupils to benefit from targeted support while maintaining peer interaction and collaborative learning opportunities.</p> <p>These evidence-based strategies collectively support accelerated literacy development, particularly for pupils who are working below age-related expectations.</p>	
<i>Dyslexia Assessments</i>	<p>All pupils at Belmont School enter working significantly below age-related expectations in reading and writing. While some pupils are able to make progress at a rate appropriate to their individual starting points, others continue to experience difficulties that limit their academic development. Evidence shows that targeted dyslexia assessments can identify specific areas of need, enabling tailored interventions that address underlying</p>	1,2,4,5

	learning difficulties. By pinpointing precise gaps in literacy skills, these assessments allow teachers to provide focused support, increasing the likelihood of meaningful progress and improved outcomes in reading and writing.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing Award</i>	Improving staff wellbeing directly supports improved pupil outcomes, as a substantial body of research shows that staff who feel valued, supported and professionally nourished are more effective in the classroom. Evidence from studies on teacher wellbeing and effectiveness demonstrates that well-supported staff experience lower levels of stress and burnout, have higher levels of resilience, and are more consistently present and engaged in their work. This enables them to form stronger, more positive relationships with pupils—an established predictor of both academic progress and social-emotional development. As a result, improving staff wellbeing is not an isolated initiative but a proven lever for raising overall pupil outcomes.	1, 2,3,4,5
<i>Weekly enrichment activities</i>	Weekly enrichment activities are shown to positively influence pupil outcomes by enhancing wellbeing, increasing attendance, and improving engagement in learning. Research into extended curriculum and enrichment programmes indicates that regular participation in sports, arts, and structured social-emotional activities helps pupils develop essential life skills such as teamwork, communication, self-regulation, and	1,2,3,4,5

	confidence. These activities also promote a stronger sense of belonging and connection to school—factors consistently linked to improved behaviour and academic achievement. Evidence suggests that such provision is particularly impactful for disadvantaged pupils, who often benefit most from broadened experiences and opportunities beyond the core curriculum. By supporting pupils’ holistic development, weekly enrichment activities help create a more positive school climate and can contribute to higher overall attainment.	
<i>Drawing and Talking (pastoral intervention)</i>	Evidence indicates that Social and Emotional Learning (SEL) interventions can improve pupil outcomes, with the Education Endowment Foundation (EEF) toolkit estimating an average impact of +4 months’ progress, categorised as a “moderate impact for very low cost,” albeit based on limited evidence. SEL programmes have been shown to strengthen pupils’ social and emotional skills, supporting disadvantaged students in particular to develop healthy peer relationships, emotional self-regulation, and effective coping strategies. These skills not only enhance wellbeing and engagement but can also have a positive effect on academic attainment, as pupils are better able to focus, collaborate, and participate fully in their learning.	1,3

**Total budgeted cost: £ 4200 (wellbeing award) + £1170 (Drawing and Talking) + £5000 (English and Maths Interventions)**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Many of our pupils can be considered as disadvantaged. The majority of our leavers last year secured and started their further education training in such provisions as West Lancashire College, Hopwood Hall, Burnley College and North Lancs Training group. Some pupils have continued their education with centres such as Oak Education to further their core skills on a more bespoke package to meet their needs.*

### 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
Art Therapy	External – arranged with Social Care
Curriculum enhancement - Military	Military Mentors

### Service pupil premium funding (optional)

*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***

Pupil Premium money had been spent in the following ways:

- To provide an external art therapist due to a gap in the school provision. As this was later rectified, the provision continued to its natural ending to ensure continuity of service.
- Laptops have been provided to support alternative methods of work production as discussed in pupil PEP meetings.
- An alternative curriculum package was established for one pupil with an interest in military services.

#### **The impact of that spending on service pupil premium eligible pupils**

- Laptop use has now become the 'normal way of working' for several pupils due to their availability within the school. This will allow pupils with this method of working to continue with this in exam conditions and so reduce barriers to success.

- Military service remains the aim for the pupil and as such, the school has retained this package to enrich the offer for this pupil and increase the likelihood of success in his chosen career.

## Further information (optional)

*The school has a well-developed careers program, with 1:1 interviews and/or group sessions for all pupils throughout the secondary school years. There are also college and university visits to raise aspirations for all pupils, including but not exclusively, for those entitled to pupil premium funding.*

*Many yr11 pupils also complete a program of study with a local college 1day/week. This valuable experience helps prepare students for their next steps into further education.*

*All pupils have access to enrichment activities each week to widen their experiences outside the normal curriculum. Activities such as sports, museums, music, animal care, social activities and others are all on offer, changing on a regular basis to ensure interest and breadth.*

*All pupils have access to outdoor activities. Depending on the needs of the child, these may include more team building, forestry school and life skills, or be more adventurous activities such as rock-climbing, mountain biking or canoeing.*