

# Pupil premium strategy statement – The Belfry CE VA Primary School, Overstrand

This statement details our school’s use of pupil premium (and recovery 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	130
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nick Read, Headteacher
Pupil premium lead	Nick Read, Headteacher
Governor / Trustee lead	Hayley Smith, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

<p><b>Total budget for this academic year</b></p> <p><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></p>	<p>£24,240</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker involved or who have other family support needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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 responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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.

Challenge number	Detail of challenge
1	Geographical lack of access to wider opportunity and learning enrichment, due to rural isolation, poor public transport networks or technological disadvantage, leading to <b>lack of cultural capital</b> needed for success in education and later life

2	Adverse childhood experiences compounding disadvantage including lower engagement home environments, leading to <b>higher social and emotional needs</b> vs. their peers
3	Under-developed early years communication skills and low affinity for schoolbased learning leading to <b>slower rates of overall progress</b> throughout the primary phase compared to peers

## 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. Due to the small size of our PP group across the school, some measures may not be easily in specific years.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	End-of-year reading outcomes in 2025/26 will show that more than 75% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils.	End-of-year maths outcomes in 2025/26 will show that more than 75% of disadvantaged pupils meet the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a low rate of incidents of poor behaviour or involvement in pupil turbulence or bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupil</li> <li>• attendance in line with school averages except for where part-time timetables are agreed</li> </ul>
<p>Improved rates of academic progress in reading, writing and maths among disadvantaged pupils.</p>	<p>At least 50% of end-of-year and end-of phase expected progress rates against prior baselines (EYFS-KS1, KS1-KS2, EYFS-KS2).</p>

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding <b>vocabulary-building</b> activities across the school curriculum by implementing the CUSP curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We have purchased and sustain subscription to <b>CUSP</b> resources and fund ongoing teacher training, release time and high-quality reading books.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit</a>  <a href="#">Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Initial and sustained resourcing and early reading staff to teach <b>Little Wandle Letters and Sounds</b>, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure and maintain stronger phonics teaching for all pupils. We also have augmented this with Little Wandle Handwriting to consolidate our approach.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We fund teacher release time to embed key elements of guidance in school and to access <b>English and maths resources, local networking and CPD</b> (via St Benet's MAT, Angles Maths Hub, Wensum English Hub and CUSP curriculum)</p>	<p>The DfE and EEF guidance recommends schools are part of strong partnerships to enable effective and purposeful CPD, based on well-evidenced principles and the work of local English and Maths Hubs.</p>	<p>1,3</p>

<p>Purchase, implementation and ongoing subscription to PiXL standardised diagnostic assessment system.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, and SLT overview to enable comparison to local and national standards.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>3</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct funding of an Early Reading Assistant to coordinate and ‘keep up’ those pupils who benefit from additional phonics sessions and support.</p>	<p>Systematic Synthetic 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Funding of a multiskilled HLTA &amp; additional training, to liaise with outside agencies, deliver specialist interventions or support other staff – nurture, attendance, mental health, speech &amp; language, early help liaison, safeguarding, physical health.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3</p>

Resourcing of new low stimulus or calm spaces within the school to enable a diverse range of children to receive the support necessary for their needs.	Observation and staff feedback shows that interventions or support are most effective with dedicated space, time and staff.	2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Physical Health leadership to promote a joined-up approach to inter-school competition, sports/team representation and training, afterschool clubs, SEND-specific physical events and taught PE.	Physical health benefits are linked to good mental health. Disadvantaged children have many strengths outside of the academic and show success and high engagement in the many opportunities to represent the school at competitive level or take part in afterschool activities, lengthening their school day.	1,2
Commissioning and maintenance of an active Forest School entitlement for all pupils, linked to curricular themes, outdoor learning and good physical and mental health principles.	Parent and pupil voice shows that FS is a highly successful extra-curricular area at our school which fosters many life skills that stakeholders value including our school values.	1,2
Funding of an active school choir who practice weekly and perform regularly to the public.	The school choir has a high uptake, and disadvantaged pupils are enthusiastic members of this non-academic club, which fosters teamwork, technical skills and resilience.	1,2

Provision of Breakfast Club, After School Club and AfterSchool Sports and Activities (e.g. crochet, dance, skateboarding, music) to help families and children to thrive in work or learning	Evidence shows that cost-effective wraparound care enables low-income families to remove obstacles to working hours and children receive enhanced opportunities to enrich their school day.	1, 2, 3
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**Total budgeted cost: £ 30,000**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of the school's and federation's disadvantaged pupils during the 2023/24 and 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

In the latest 2025 SATs the disadvantaged cohort was very small and thus their KS2 results cannot be taken into consideration. However, in the previous 2024 SATs the Year 6 federated cohort achieved 90.3% reading, 71% writing, 80.6% maths and 61.3% combined. The PP pupils within that cohort achieved 80% reading, 80% writing, 80% maths and 60% combined, each of which was in line with the full cohort and on average 18% higher than national average. There were no PP pupils within the Y4 Multiplication Tables Check cohort during 2025. 50% of Y1 PP pupils passed the phonics compared to 71% of non-PP but given the coarseness of data and the very small sample size, this is considered in line with national. The target of 75% of PP children achieving in reading, writing and maths in each year group is still therefore relevant and desirable as it represents a realistic and ambitious baseline.

PP children's attendance is 91.5% which is below the 95.2% of the whole school cohort but a narrower disparity than national.

One of the challenges with presenting and analysing performance data for the disadvantaged cohort is that they represent a small proportion of the school as a whole and would be individually identifiable (in KS2 SATs, any Y6 class of less than 10 has its results suppressed). As we have a shared vision of education and inclusion at our federated schools and similar approaches to PP spend, where necessary we have used aggregated federation data to reveal more insight than with 'coarser' small groups. In general terms due to the size of our schools, any analysis of PP pupils' academic data is carried out on an individual level. As our disadvantaged pupils are spread across the

primary phase, this underscores the importance of treating every PP child as an individual with their own unique challenges and strengths. Their learning and progress in reading, writing and maths particularly will be closely monitored by school leaders on a termly basis to ensure all reasonable support and opportunity is in place to drive their learning, founded on quality first teaching.

## **Further information (optional)**

This coming academic year we are expecting to join St Benet's MAT on the proposed conversion date of 1<sup>st</sup> March 2026. This ensures we access high quality CPD from a large, well-structured and resourced academy group. In order to support the best possible teaching, our staff have joined active professional networks, such as SEND, Early Years, English etc. whose recommendations are brought back into school and enacted, and other teachers trained in. This is a major organisational change for us, over the period of this report, with the aim being that we can develop the high standard of our teaching and learning even further with external support. This will benefit all disadvantaged children at our school.

Additionally The Belfry is in a hard federation under shared leadership and governance with Worstead Primary School. This significant development has inevitably altered working methods and ways of thinking strategically to improve the education of disadvantaged children across the federation.