



# Belton Lane

## Primary School

### Pupil Premium Strategy Statement 25/26

#### Principles

- At Belton Lane we ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### 1. Summary information

<b>Academic Year</b>	2025/26	<b>Total PP budget</b>	£193920	<b>Date of most recent PP Review</b>	-
<b>Total number of pupils</b>	302	<b>Number of pupils eligible for PP</b>	128	<b>Date for next internal review of this strategy</b>	Nov 26

## 2. Current attainment

Achievement of pupils at the end of KS2 in 2025 (20 out of 48 pupils were eligible for Pupil Premium – <u>5 of the 20 pupils also had special needs SEND</u> )	Pupils eligible for PP		Pupils <u>not eligible</u> for PP	
	EX	GD	EX	GD
Reading	70%	22%	80%	33%
Writing	65%	0%	78%	16%
Maths	83%	17%	79%	29%

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

<b>A.</b>	A significant proportion of disadvantaged pupils have SEND and/or have not developed reading and writing skills in line with other pupils which slows their progress in subsequent years.
<b>B.</b>	Historically, disadvantaged pupils have barriers to achieving expected in maths and/or they are less likely to achieve greater depth in maths.
<b>C.</b>	For various reasons (e.g. mobility, home issues, poor attendance), the progress of many disadvantaged pupils has been interrupted, and they have some way to catch up in order to achieve the end of KS2 expectations based on their KS1 starting point.

### External barriers

<b>D.</b>	A large proportion of disadvantaged pupils do not read as regularly at home, practice spellings and timetables etc. or complete homework.
<b>E.</b>	A large proportion of disadvantaged pupils have or are experiencing difficult family relationships/issues which affect their attendance, emotional wellbeing and resilience which impact negatively on their learning.

## 4. Desired outcomes

## Success criteria

<b>A.</b>	Improved attainment and progress in reading and writing. Particular improved progress to be evident for SEND/PP pupils.	PP pupils' reading attainment and completion of the Phonics Screen at end of KS1 is in line with other pupils nationally. PP pupils make accelerated progress in reading and writing to catch up with their peers.
<b>B.</b>	Improved attainment and progress for PP pupils in maths.	PP pupils make better progress in maths in order to meet end of year expectations.
<b>C.</b>	Accelerated rates of progress for pupils eligible for PP, particularly in KS2 so they are at least on track from their KS1 starting point.	Pupils eligible for PP in KS2 make greater rates of progress so that they catch up with other pupils and achieve expected outcomes at the end year and end of KS2.

<b>D.</b>	Improved attendance of PP pupils	PP pupils' attendance in line with national average
<b>E.</b>	Support provided for emotional well-being and resilience of pupils eligible for PP.	Improved attendance for small number of PP pupils who are persistent absentees. Improved resilience and progress of PP pupils.

## 5. Planned expenditure

**Academic year**                      **2025/26 £158,350**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i) Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A - Improved attainment and progress in reading.	Improve the provision for teaching pupils to decode fluently – including phonics. Introduce Phonics Bug teaching tool to help increase pace and expectations and increase access to phonetically decodable books. Active Learn e-books subscription for Y1-6, including reading assessments. Additional home reading books.	The EEF reports on Improving Literacy shows there is extensive evidence that phonics approaches develop early reading and enable children to master the basics of reading. The EEF also supports that developing approaches to reading comprehension improves outcomes. Schools should also target teaching and support through accurate assessment which is provided within Active Learn. Pupils should practice their decoding skills through regular home reading, particularly with phonetically decodable books. The subscription to online books (which can also be used as a class teaching tool) allows us to allocate the precise books to each pupil at the right time.	Ensure phonics is taught consistently and effectively through regular CPD and monitoring and build into Performance Management.  Focus through school improvement plan – Priority 1.  Online Active Learn spelling and grammar tool to support delivery and home learning.	English Leader/ SLT and AO	March 2026  Active Learn subscription £3800  Additional subscription for Phonics Bug whole class teaching tool £1200  Feb 2026 Spelling and Grammar bug subscription £650  TA intervention £49,272
A - Improved attainment and progress in writing – particularly in spelling and transcription skills.	Continue to improve the effectiveness of the teaching of Spelling and Grammar	EEF improving Literacy report says that schools should develop pupils' transcription and sentence construction skills through extensive practice. This needs to be developed in the curriculum, providing pupils			

<p>B - Improved attainment and progress in Maths.</p> <p>C - Accelerated rates of progress for pupils eligible for PP, particularly in KS2.</p>	<p>Continue to develop pupils' mathematical fluency through use of Third Space strategy and 1:1 subscription</p>	<p>Third Space Maths has supported huge impact on maths attainment (including PP pupils) and pupils' enthusiasm for home-learning has increased. Fluent in five and rapid reasoning bring daily rigor to using and applying skills Pupils are motivated to practice multiplication tables using Times tables Rock Stars.</p>	<p>Through continued subscription to Third Space online and continued regular timetabling and monitoring. Regular monitoring of pupils' use of Third Space 1:1</p>	<p>Maths Leader</p>	<p>Jan 2026</p> <p>Third Space subscription and 10 x 1:1 places every term plus Times tables rock-stars subscriptions £9500</p>
<b>Total budgeted cost</b>					<b>£ 64,422</b>
<b>ii) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	
<p>A - Improved attainment and progress in Writing. Particular improved progress to be evident for SEND/PP pupils.</p>	<p>Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-6</p>	<p>We have good evidence of positive impact of intervention programmes such as Neli Phonics and Rapid Phonics. The EEF states school should use high quality interventions and have published evidence that TAs have been effective delivering these with training.</p>	<p>Organisation of timetable to ensure programme is delivered regularly but causes least interference with pupils' lessons. Regular monitoring of impact by SLT. Ensure staff are trained in delivering programmes.</p>	<p>Headteacher &amp; English Leader</p>	<p>£17,650</p>

B - Improved attainment and progress in Maths.	Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy  Third Space 1:1 online Support for maths	EEF improving maths report says schools should use quality structured interventions which are effectively targeted. Catch-up numeracy is an intervention recommended through the Mobilise/ EEF and Maximising TAs project and has shown to have impact in other cluster schools. Pupils who started the intervention last year are making better progress. We have used Third Space for Y5/6 PP pupils for 5 years and it supports improved outcomes in maths.	Teachers identify and timetable for ON track Maths with regular monitoring by SLT. Class teachers regularly liaise with Third Space to ensure lessons are correctly targeted at gaps. This is in school hours to ensure 100% attendance.	SLT  Teachers  Y6 lead teacher	
C - Accelerated rates of progress for PP pupils in KS1 and KS2.	Regular opportunity (e.g. cover support) in KS2 for <i>teachers</i> to deliver targeted interventions.	NfER brief suggests that deployment of most skilled staff to pupils who need most support to catch up is a key building block. Last year, we provided additional cover for teachers in Y5/6 to facilitate focused and rapid intervention work. This was very successful in aiding PP pupils to make more rapid progress so has been extended to the whole of KS2 this year.	Ensure clear focus on improving achievement of PP pupils through regular monitoring of progress.  Additional teacher in Spring Summer terms for booster classes in Y1, Y2 Y5 and Y6	KS2 Teachers	Cover costs £22,500  Spring/Summer additional TA - £26,000 contribution in EYFS frees up TAs elsewhere to support in KS1 and 2
<b>Total budgeted cost</b>					<b>£ 66,150</b>
<b>iii) Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>

<p>D/E - Support provided for Attendance emotional well- being and resilience of pupils eligible for PP.</p>	<p>Mentor to provide focused support and monitoring of progress, attendance and learning attitudes and active pastoral support along with increased communication with parents, signposting additional support, as appropriate. Follow up attendance concerns for a small number of PP pupils who are persistent absentees. Financial support for participation in residential visits and with uniform. Improve support for pupils' emotional wellbeing.</p>	<p>NfER briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of homework and opportunity to help identify underlying issues. The Pupil Support Officer has provided extensive support to pupils and families – the vast majority are PP pupils. Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day-to-day classroom. ELSA is seen as an effective intervention for those who need additional support.</p>	<p>Learning and Pastoral mentor (15 hours per week) to liaise and support pupils, staff and family as appropriate. Learning and Pastoral Mentor to deliver structured programmes (ELSA, FRIENDS, Mental Health First Aid) that she has been trained to use. L&amp;PM to monitor attendance and behaviour records to quickly identify pupils who may have underlying issues.</p>	<p>Learning and Pastoral Mentor</p>	<p>Feb 2026 Staffing costs £45,000 (contribution)</p>
<p>E Supporting residential experiences for disadvantaged pupils</p>	<p>Ensure PP pupils are able to attend residential visits</p>	<p>PP pupils have little opportunity to build confidence and independence away from their homes. There is significant research to support the development of confidence and independence through residential visits</p>	<p>Parents will pay a deposit towards the visit to ensure their buy in</p>		<p>£10000</p>
<b>Total budgeted cost</b>					<b>£ 55,000</b>

## A. Review of expenditure

Previous Academic Year

2024/25 - £161,985

### i. Quality of teaching for all

Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<p>Improve the provision for teaching pupils to decode fluently – including phonics</p> <p>Continue with Phonics Bug teaching tool to help increase pace and expectations and increase access to phonetically decodable books.</p> <p>Active Learn e-books subscription for Y1-6, including reading assessments.</p> <p>Additional home reading books.</p>	<p>Percentage improvements in whole school data between 2024 and 2025 were evident in most areas</p> <p>24/25 RWM combined EX 72% GD 9%</p> <p>23/24 RWM combined EX 63% GD 5%</p> <p>Same data just for Disadvantaged</p> <p>24/25 RWM combined EX 61% GD 0%</p> <p>23/24 RWM combined EX 48% GD 0%</p>	<p>Yes, continue this approach</p> <p>24/25 Reading Scale Score 104.8</p> <p>22/24 Reading Scale Score 103.1</p> <p>Same data just for Disadvantaged</p> <p>24/25 Reading Scale Score 101.3</p> <p>22/24 Reading Scale Score 101.9</p>	£18500												
<p>Continue to improve the effectiveness of the teaching of Spelling and Grammar</p>	<p>Percentage improvements in whole school data between 2024 and 2025 were evident in most areas</p> <p>24/25 RWM combined EX 72% GD 9%</p> <p>23/24 RWM combined EX 63% GD 5%</p> <p>Same data just for Disadvantaged</p> <p>24/25 RWM combined EX 61% GD 0%</p> <p>23/24 RWM combined EX 48% GD 0%</p>	<p>Yes</p> <p>GPS School v (National data) Disadvantaged children only</p> <p>24/25</p> <table border="0"> <tr> <td>EX</td> <td>GD</td> <td>SS</td> </tr> <tr> <td>70% (59%)</td> <td>17% (20%)</td> <td>102.4(102.4)</td> </tr> </table> <p>23/24</p> <table border="0"> <tr> <td>EX</td> <td>GD</td> <td>SS</td> </tr> <tr> <td>70% (59%)</td> <td>26% (18%)</td> <td>103.6 (102.1)</td> </tr> </table>	EX	GD	SS	70% (59%)	17% (20%)	102.4(102.4)	EX	GD	SS	70% (59%)	26% (18%)	103.6 (102.1)	£2000
EX	GD	SS													
70% (59%)	17% (20%)	102.4(102.4)													
EX	GD	SS													
70% (59%)	26% (18%)	103.6 (102.1)													

### ii. Targeted support

Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Continue to develop pupils' mathematical fluency through use of Third Space strategy subscription	Both are having a positive impact regarding engagement for pupils, end of year data is not yet collected.	Continue with support from the hub	£16,600
iii. Other approaches			
Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-6	Yes	Yes	£42,800
Provide better quality and structure catch-up interventions for maths –Numeracy Rapid reasoning Fluent in Five Third Space 1:1 online Support for maths  And TA support	Percentage improvements in whole school data between 2024 and 2025 were evident in most areas 24/25 RWM combined EX 72% GD 9% 22/24 RWM combined EX 63% GD 5% Same data just for Disadvantaged 24/25 RWM combined EX 61% GD 0% 23/24 RWM combined EX 48% GD 0%	Yes 24/25 Maths Scale Score 106.0 23/24 Maths Scale Score 104.9 Same data just for Disadvantaged 24/25 Maths Scale Score 104.6 23/24 Maths Scale Score 102.3	£2,200      £17,200
Regular opportunity (e.g. cover support) in KS2 for teachers to deliver targeted interventions.	'Shine' interventions. Positive impact has been seen in internal data	Yes	£11,000

Additional Information