



Belper Long Row Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 2025-2026 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 in the last academic year.

School overview

Detail	Data
School name	Belper Long Row Primary and Nursery School
Number of pupils in school	271 includes 28 Nursery
Proportion (%) of pupil premium eligible pupils	23% 56 pupils ^
Academic year/years that our current pupil premium strategy plan covers	2024-27 3-year plan
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025, December 2025
Statement authorised by	FGB 19 th January 2026
Pupil premium lead	Lisa White
Governor	Emma Monkman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (October 2025 census)	£1455 x 56
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£83,905.00

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure all staff are aware of how socio-economic disadvantage impacts on children's learning and aim to break down barriers which may hold pupils back from achieving as well as others.

We aim to do this through -

- Offering a holistic approach to supporting children, ensuring that teaching and learning opportunities meet the needs of all the pupils. Research shows that high quality teaching, as part of tiered approach has the biggest impact on pupil outcomes.
- Ensuring 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 and addressed
- When making provision for socio-economically 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, small intervention groups or individuals.

Achieving these objectives:

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

- Develop a consistent language around positive health and wellbeing - SMILERS
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved by providing high quality CPD.
- Additional staff, where possible, in classrooms to reducing class teaching group sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each year group - providing small group work focus on overcoming gaps in learning - providing pre teach and post teach opportunities.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.
- Additional teaching and learning opportunities provided through external agencies including Educational Psychologist, Behaviour Support, NHS COMPASS, Hospice, Action for Children, Hope for Belper and Inclusion support advisory service.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide opportunities to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Attendance The challenge is to ensure school attendance remains high for all pupils – so disadvantaged pupils attendance is in line with whole school, DCC and National data. Persistent absence is a focus for these groups. Disadvantaged pupils attendance at clubs, external and internal school opportunities is increased. Building on language development, raising expectations and aspirations with greater exposure to cultural capital events in the wider world.
2	Mental Health and wellbeing - Smilers Develop a consistent metacognitive language for engagement in learning. Consistent learning behaviours are enhanced by positive mental health and wellbeing
3	Narrowing the gap in Maths and combined RWM Through high expectations the challenge is for all pupils to achieve at least expected standards Disadvantaged pupils are supported to achieve Maths for KS2 in line with the top 20% of school Nationally.

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
The difference between specific groups of children's' attendance is reduced and the gap is narrowed between all pupils and the disadvantaged children group.	PP attendance group is above 96% Weekly, monthly termly attendance data indicates that the gap for all groups compared to national closes year on year.
Improved attitudes and engagement in learning. More pupils are engaged successfully in whole class, group regulated activities.	Internal data, shows the PP pupils are not a significant group in behaviour records. Disadvantaged pupils participated well in lessons – have good involvement and wellbeing scores, (Compass wellbeing questionnaire- me and my feelings) in line with non-disadvantaged children. Pupil voice shows the children feel happy and safe in school, reiterated by parents voice.
Progress in Maths. Disadvantaged pupils are supported to achieve KS1 Phonics and Maths in line with National	Pupil data at the end of KS1, and KS2 show continued good outcomes for PP pupils. Maths for disadvantaged KS2 is in line with the top 20% of schools nationally.

Activity in this academic year 2025-26

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Maths QFT Collaborative learning approaches	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. First Quality Teaching EEF +5 months collaborative learning approaches – paired, groups, teams, peer reading, articulate thinking, misconceptions through peer support, well designed tasks clear learning aims. Positive results – include promotion of talk and interaction between learners EEF + 5 months Literacy guidance report – improving Literacy in KS2 summary of recommendations p10 developing language and vocabulary.	3
QFT - VIPERS	FQT and 5 a day principle – explicit instruction, using metacognition strategies, scaffolding, flexible groupings, and use of technology to enhance learning. EEF toolkit +6 months Reading comprehension strategies Explicit teaching of appropriate strategies in context – collaborative learning and phonics activities to develop reading skills. EEF + 5 months Literacy guidance report – improving Literacy in KS2 summary of recommendations 1, 2,3 p12-27 developing pupils language capabilities, support to develop fluent reading capabilities, explicit teaching reading comprehension strategies	3
Oral feedback	EEF + 7 months – oral feedback. Feedback involving metacognition has greater impact on disadvantage pupils as it informs their understanding of their strengths and areas for improving therefore helping them to learning which strategies are effective for them in completing work.	3
Smilers	EEF +4 months – social and emotional language due to the impact on attitudes to learning and social relationships in school. Social and emotional learning (SEL) improves pupil decision making and engagement in learning. Social and emotional delivered continuously through consistent classroom language (SMILERS) and PSHE curriculum.	2

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

Budgeted cost: £33,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics pre teach and post teach structured interventions.	EEF + 5 months - phonics - crucial component for the development of early reading skills particularly for pupils of disadvantaged backgrounds. Phonics is explicit and systematic and matched to their current level of skill. Super sonic phonics update training for all new staff	3
Catch Up Teaching Interventions Structured small group	EEF - Interventions - 3+ months progress. Shine interventions, TT Rock Stars and Supersonic Phonics Friends, NESSY and ECAT Pre and post teach re Persistent Absence (PA) - cyclical learning curriculum	3

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

Budgeted cost: £32,870

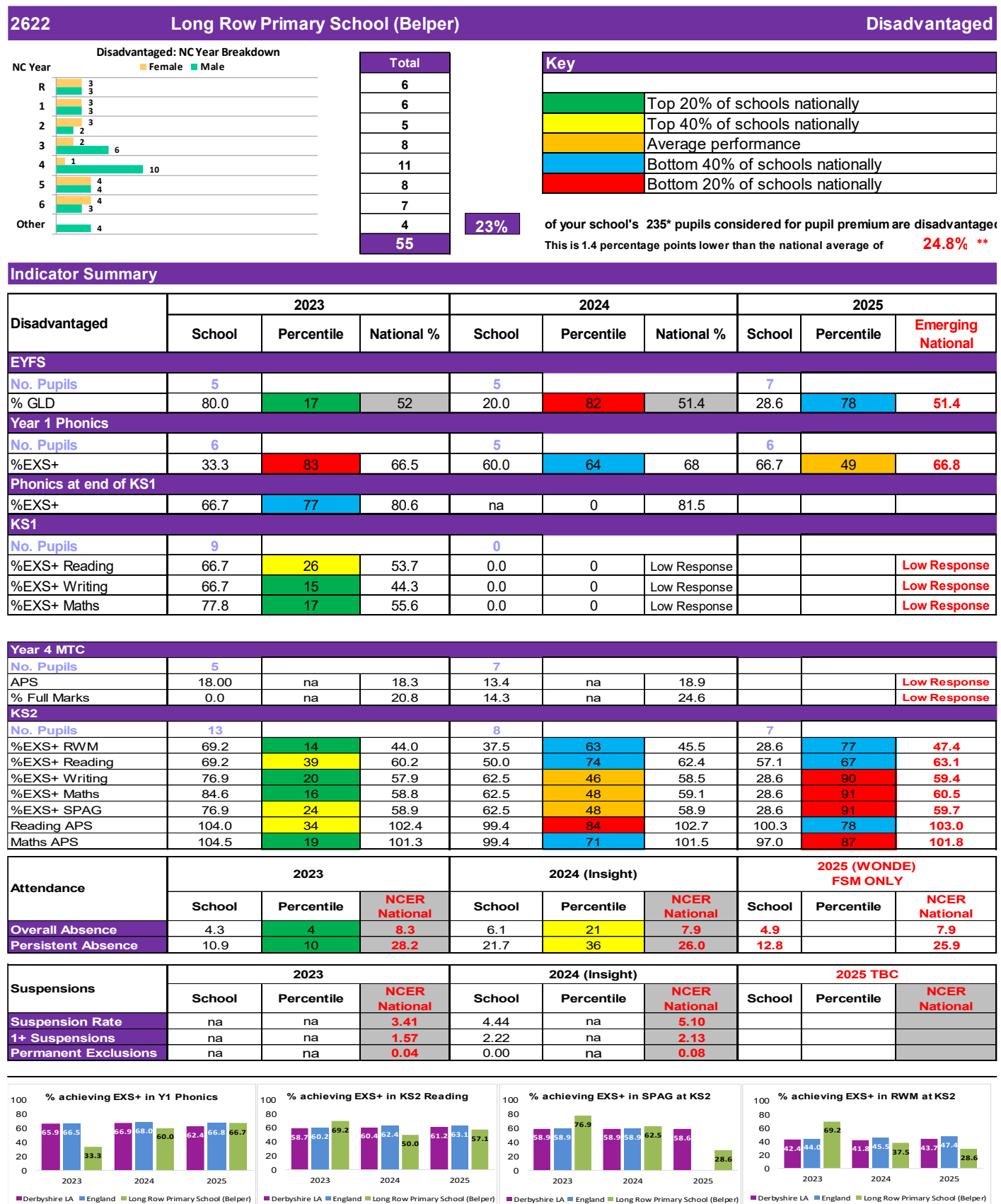
Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to work $\frac{1}{2}$ day a week analysing attendance and contact low attenders. First Day Call and support families to raise attendance / punctuality. Learning mentor develop structured well-being interventions - wellbeing nurture groups, Lego therapy, attachment awareness, circle time. Learning mentor attend disadvantaged course provided by EEF	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. Disadvantaged children represented widely as well being ambassadors to understand consistent language of Smilers.	1 2
Cluster Family resource worker employed to work with vulnerable families and improve parental engagement. In school 1 day a week Specific interventions with children – eg. talk and draw.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1 2
Rock steady music lessons Piano and drum lessons	Wider opportunities broaden knowledge and life skills and improve mental well-being.	2
Sports and wider opportunities after school clubs		
Subsidised visits and visitors Free Breakfast club	Not all children have access to wider opportunities to develop cultural capital. Being in school on time, having eaten breakfast ensure children are ready to learn.	2 1

Total budgeted cost: £83,905

Part B: Review of outcomes in 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2025



*Pupils in NC Years R-6 as at January School Census
 ** National average is for primary phase schools only.

Externally provided programs

Programme	Provider
TT Rock Stars	Maths Circle
SSPF phonics scheme and associated KS2 spelling scheme	Supersonics Phonics Friends
Smilers	Derby and Derbyshire emotional Health and wellbeing
Compass changing Lives	NHS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Reviewed and updated Dec 2025 Headteacher, Pastoral Lead, Safeguarding Governor