

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Benedict's Primary School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	(152) 41%
Academic years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Armine Williams
Pupil premium lead	Corinne Whetton
Governor / Trustee lead	Eve Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240990
Recovery premium funding allocation this academic year	£12616
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£253606

Part A: Pupil premium strategy plan

Statement of intent

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities.

St Benedict's Primary School vision is for every child to have the right and means to fulfil their dreams.

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

As a school we are committed to raising the achievement for disadvantaged pupils and understand that many of these pupils must make accelerated progress to achieve this; therefore we will use all the resources available to help them reach their full potential, including Pupil Premium Funding.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality.
2	Children with limited basic skills in English and Maths, limiting their ability to access the curriculum at an appropriate level.
3	Limited level of life experiences in the wider world.
4	Children from a wide variety of countries, leading to a low level of understanding of an English education system.
5	Lack of parental engagement, due to language proficiency or knowledge of education system.
6	Increasing numbers of vulnerable children on entry to school.
7	Issues/worries at home resulting in low self-esteem and resilience contributing to poorer social skills.
8	The impact of Covid-19 increasing gaps in learning.
9	Children not applying metacognitive and self-regulatory strategies.

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
Close increased gaps in learning, particular impacted by the Covid-19 pandemic.	Tracking of termly data shows gaps are closing.
Reduce number of persistent absences.	Attendance data evidences an improvement in the attendance of all children and particularly reducing the amount of persistent absences.
Improving children's proficiency in English to develop their full potential.	Tracking data will show an impact on all subjects, particularly English and Phonics in KS1. Termly EAL assessments will show identified children making significant progress.
Increase parental engagement	Parent's attending workshops on how to support their child at home and implementing these strategies.
Provide children with the support and skills to ensure they can manage their feelings, using Thrive strategies and approaches.	Children are able to self-regulate and know when and how they can access emotional support when needed.
Improve pupil's cultural capital.	Widen children's life experiences through an inclusive and creative curriculum. Disadvantaged pupils will have access to opportunities so that they achieve at the same progress as other pupils.

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: **£61255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rights Respecting silver award achieved, working towards gold award.	The EEF found that social and emotional learning has “an identifiable and valuable impact on attitudes to learning and social relationships in school”	8
CPD on meta cognition and self-regulation	Research on cognitive science, classroom practices, cognitive support, including Rosenshine’s principles	4, 8
Creating a mastery curriculum.	The EEF found that mastery strategies are effective and add progress. Mastery Maths teaching, a transformable approach which stems from high performing Asian nations, such as Singapore.	2, 7
Imaginative learning projects linked to the National Curriculum.	The EEF highlights the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers and accessing and understanding the wider curriculum.	3
Reading comprehension strategies	Third Space Learning highlighted that research has found these strategies are particularly effective with children aged 8+ who need to close gaps in reading.	2, 8
Enhancing reading at home	More able, disadvantaged students did better at school when they engaged out of school academic activities such as reading at home (Sutton trust)	4, 8
Staff CPD on metacognition and self-regulation strategies for all, applying a peer and self-development approach.	The EEF found that an average impact of metacognition and self-regulation strategies is an additional seven months progress over the course of a year. According to the Sutton Trust, teaching pupils metacognitive skills has “consistently high levels of impact” for low achieving children, older pupils and pupil premium pupils. The EEF outlines that there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.	2, 4, 8, 9

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

Budgeted cost: **£91718**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Hub	At our school we have an increase in high needs children who require individual and personalised planning and specialised provision. A small group with a specifically trained class teacher and support staff enables these children to have access to this provision at a cost effective level. The EEF found that small group tuition are more likely to be effective if it is targeted at pupil's specific needs.	8
EAL lead teacher implementing Flash Academy to assess and tailor support for individual newly arrived EAL learners.	Award winning programme, tried and tested by schools. Research by Strand and Hessel (2018), states that pupils who are "New to English", "Early acquisition" or "Developing competence" will need support to acquire the proficiency in English they need to develop to their full potential. They stress the importance of assessing proficiency in English language and developing tailored support when a pupil first arrives in school to enable them to access and achieve through the curriculum.	2, 4
Small group and 1:1 interventions: <ul style="list-style-type: none"> • Phonics, spelling and whole word approach • Maths • EAL support • Early language acquisition • Speech and language 	The EEF found that small group tuition has an average impact of four months' additional progress. The EEF further suggests that small group tuition can be effectively targeted at disadvantaged pupils and should be considered within the pupil premium strategy. The EEF has found that "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress".	2, 4, 8

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

Budgeted cost: **£100633**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated SLT and pastoral officer devising and implementing strategies to target attendance and punctuality	The National Strategies states “Pupils who attend school on a regular basis and are offered access to high-quality teaching and learning opportunities will usually leave school with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong...”	1, 8
Social and emotional wellbeing intervention – Thrive	The EEF suggests that social and emotional learning has a valuable impact on learning in school, which can be “more specialised programmes which are targeted at students with particular social or emotional needs” We found that Thrive is an effective way to understand, manage and support children with specific social and emotional needs.	8
Ensuring all children have access to educational trips or visitors.	Provides the children with the opportunity to experience new activities not readily found in school (Behrendt & Franklin, 2014).	3
Delivering parent workshops on English and Maths	The EEF found extensive evidence that suggests parental engagement can impact moderately on progress.	5
Extra-curricular after school clubs.	After-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils, the Nuffield Foundation finds.	3, 6, 7

Total budgeted cost: £253606

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

School 2022 EYFS GLD for pupil premium pupils was **58.3%** compared to 54.3% for non-pupil premium. This is higher than **Birmingham 2022 EYFS GLD** at 54.8% pupil premium compared to 66.6% non-pupil premium.

Year 1 2022 phonics results was **63.2%** for pupil premium children compared to 61% non-pupil premium children. **End of Key Stage 1 phonics** results was **80%** for pupil premium children compared to 78.1% non-pupil premium children.

Overall data for end of KS1 and KS2 results shows there is still a gap between pupil premium and non-pupil premium children, with non-pupil premium performing higher, however this is reflected in national data.

Gold Rights Respecting is the highest level of the award and has been granted to St. Benedict's as we have fully embedded the principles of the UN Convention on the Rights of the Child into our ethos and curriculum. In placing equality, dignity, respect, non-discrimination and participation at their centre of our school, we will continue to be committed to children's wellbeing, as well as to their attainment and achievement.

National overall absence for children who are eligible for free school meals **increased** from 9.7% in autumn 2021, up from 7.8% in autumn 2020. This compares to 6.0% for those pupils who were not eligible for free school meals.

St. Benedict's overall absence for children who are eligible for free school meals was lower than nationals and **decreased**, from **8.3%** in autumn 2021, down from 11.44% in autumn 2020.

For those not eligible for free school meals, this compares to **7.9%** in 2021, down from 9.9% in 2020.

All planned **interventions** are in place and are continuing in the next academic year. These are all rigorously monitored and assessed to track the impact on pupil progress.

All children will continue to have access to fully funded **extra-curricular activities** and children eligible for FSM will have fully funded school trips.

CPD for staff has been well received and monitoring shows that staff are using strategies in class. This will be developed further in the next academic year by deepening staff knowledge

and understanding of Rosenshine's principles and how to apply these in practice. The use of Teaching WalkThrus will further enhance and support teacher development.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bug Club	Pearson
Flash Academy	Flash Academy
Reading Detectives	Collins
Little Wandle	Little Wandle
Big Cat Collins eBooks	Collins

Further information (optional)

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