

## 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	398
Proportion (%) of pupil premium eligible pupils	40.4%
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 2022
Statement authorised by	Armine Williams
Pupil premium lead	Corinne Whetton
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201750
Recovery premium funding allocation this academic year	£7181
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£208931</b>

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## 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.

## 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.
Widen children's life experiences through the daily curriculum and education trips or visitors.	Children will have a wider range of experiences to be able to draw upon to enhance their learning experiences.

## 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: £ 42894

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
Reading comprehension strategies	Third Space Learning highlighted that research has found it is these strategies are particularly effective with children aged 8+ who need to close gaps in reading.	2, 8

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

Budgeted cost: **£78585**

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.	8

<p>EAL lead teacher implementing Flash Academy to assess and tailor support for individual newly arrived EAL learners.</p>	<p>Award winning programme, tried and tested by schools.</p> <p>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.</p>	<p>2, 4</p>
<p>Small group and 1:1 interventions, for example phonics, speech and language.</p>	<p>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”.</p> <p>Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.</p>	<p>2, 4, 8</p>

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

Budgeted cost: **£87452**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Dedicated SLT and pastoral officer devising and implementing strategies to target attendance and punctuality</p>	<p>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...”</p>	<p>1, 8</p>
<p>Social and emotional wellbeing intervention – Thrive</p>	<p>The EEF suggests that social and emotional learning has a valuable impact on learning in school, which can</p>	<p>8</p>

	<p>be “more specialised programmes which are targeted at students with particular social or emotional needs”</p> <p>We found that Thrive is an effective way to understand, manage and support children with specific social and emotional needs.</p>	
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 evidence that suggests parental engagement can impact moderately on progress.	5
Extra-curricular after school clubs.	The Daley Thompson Athletics Academy for Kids states <i>“The demonstrable benefits of after school activities for children are unarguable. They are many, varied and cover a spectrum of benefits from the physical to the psychological and social. And there is ever increasing scientific research and data showing that encouraging children to engage in activities after school aids their development.”</i>	3, 6, 7

**Total budgeted cost: £208931**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

<b>Programme</b>	<b>Provider</b>
Bug Club	Pearson
Flash Academy	Flash Academy
Reading Detectives	Collins

## Further information (optional)

Google Classroom has been implemented to make home learning more accessible, particularly during the Covid-19 pandemic. A number of laptops have been awarded to the school to distribute to children who do not have access to a device at home. Bug Club is being implemented to make home reading more supportive and interactive for both parents and children.