

Pupil premium strategy statement – St. Benedict’s Primary School

This statement details our school’s use of pupil 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	331
Proportion (%) of pupil premium eligible pupils	49.84%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	27 th November 2024
Date on which it will be reviewed	27 th November 2024
Statement authorised by	
Pupil premium lead	Patricia Clayton
Governor / Trustee lead	Andrea Vaughan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208680
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>	£9637
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£218317

Part A: Pupil premium strategy plan

Statement of intent

We aim for all our children to enjoy their rights, fulfil their dreams and become ambitious, resilient, and respectful individuals. Our Rights Respecting approach and Pupil Premium strategy underpin our dedication to ensuring that every child gets the best possible start in life regardless of their situation. We are committed to breaking down barriers and providing a curriculum that is accessible to all.

Our strategy focuses on creating an environment that nurtures opportunities for growth and learning and is dedicated to fostering the development of self-efficacy in every child. By providing an enhanced, equitable cultural capital offer, we aim to provide opportunities to accumulate knowledge and experience that can draw upon to gain social mobility and academic success.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the areas of teaching, academic support, and also a wider non-academic approach. As a staff we identify barriers to future attainment. We look at internal barriers (issues which require action by the school: poor language skills, resources, inexperienced staff). We also look at external barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning). Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then be used to support decisions around the usefulness of different strategies and their value for money.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- 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 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.

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.

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 (Education Endowment Foundation 2021). In addition, carefully planned intervention will also support pupils in narrowing gaps in their learning.

Through careful monitoring, we will also respond to low levels and persistent absences by to ensure that all pupils have access to consistent and regular schooling.

Challenges

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

Challenge number	Detail of challenge
1	<u>High levels of deprivation across the whole school community</u> St. Benedict’s catchment area is known for significant socio-economic challenges, with many families living in poverty. This can result in: poor housing conditions, limited access to nutritious food, lack of learning resources at home (e.g., books, technology). Children may be ‘disadvantaged’ without being eligible for pupil premium.
2	<u>Language barriers</u> Almost all St. Benedict’s children come from households where English is not the first language. This creates challenges in understanding and accessing the curriculum, communicating with teachers and peers and engaging parents, who may struggle to support learning due to limited English skills. Additional language support, can also be resource-intensive.
3	<u>Low levels of self-efficacy</u> , independence and resilience leading to an over reliance on adults and a detrimental effect on academic progress.
4	<u>Low levels of attendance and high levels of persistence absence</u> due to various factors, such as: families taking extended trips abroad, health issues linked to poverty (e.g., malnutrition, poor housing leading to illness) and low levels of parental engagement. Poor attendance negatively affects academic performance, making it difficult for disadvantaged children to keep up with the curriculum.
5	<u>Mental health and emotional wellbeing</u> Some children face emotional and mental health difficulties, often linked to the stresses of poverty or living in overcrowded, unstable housing conditions. Some children may also experience trauma, particularly if they come from refugee backgrounds. This can lead to difficulties in learning and disruptive behaviour.
6	<u>Limited access to enrichment activities</u> can hinder the development of self-efficacy, social skills, teamwork, and self-confidence, which are important for academic success and overall development.

7	<p><u>High mobility rates</u> St. Benedict's has a high rate of pupil mobility, with families frequently moving in and out of the area due to economic factors. This leads to disruption in learning for children who frequently change schools and difficulty in tracking student progress and ensuring continuity in interventions. This higher mobility makes it harder to implement long-term strategies to close the attainment gap, as children may leave before the full impact of interventions can be realised.</p>
8	<p><u>High numbers of children with complex medical and SEND needs.</u> This increases pressures on disadvantaged communities and impacts on school resources.</p>

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
Improved oral language skills and vocabulary for all pupils, particularly our 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. Pupils' oracy skills are broadly in line with age-related expectations
Improved reading attainment for all pupils, particularly our disadvantaged pupils.	Pupils are progressing in reading fluency and comprehension, meeting age-related expectations. Reading records indicate regular engagement with appropriate texts. Data reveals improvements in attainment, while pupil and parent feedback highlights a shared enthusiasm for diverse genres and understanding the significance of reading. Staff display strong knowledge and confidence in promoting high-quality texts.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Improved mental wellbeing and personal development of children to ensure success in life, education and employment Increase the exposure of disadvantaged children to aspirational experiences such as residential, trips and visits, that enriches their educational journey and enables them to develop self-efficacy and the confidence to be successful contributors.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	School attendance target of 96% met. Attendance of disadvantaged pupils continue to be in line with attendance of their peers.

	Persistent absence levels remains inline for disadvantaged pupils and their peers. Strategies to improve attendance have a positive impact: Breakfast Club, making it a collective responsibility, certificates, assemblies, pastoral support.
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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: £ 27,304

Activity	Evidence that supports this approach	Challenge number (s) addressed
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching and learning. (eg. Walkthrus, Primary Science Quality Mark)	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching</p> <p>Mastery learning =+5 months Metacognition and self-regulation = +7months Feedback =+6 months</p>	1,2,3,4,5,6,7.8
Support parents to ensure every child reads regularly at home. Create a visible reading culture where every child enjoys reading a range of genres and authors.	<p>Parental engagement = +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Reading Comprehension strategies = +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading intervention strategies = +6 months</p>	2,5.6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Embedding the Oracy Framework across the school curriculum.	Oral language intervention=+6 months Oral language interventions Teaching and Learning Toolkit EEF	2, 3
Resources to enhance the environment for children with Complex SEND needs	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2,9
Work towards meeting the criteria for the Primary Science Quality Award.	<i>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i> https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching	1
Work towards meeting the criteria for the Healthy Schools Award	https://www.healthyschools.org.uk/	5
Work towards the criteria for Gold Arts Mark	Arts participation =+3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,5
Resident artist and actor. Opportunities to enhance provision of the arts and encourage a flair for the arts while building cultural capital for our pupils	Arts participation = +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
<i>Work towards sustaining the Gold Rights Respecting Award</i>	The impact of the Rights Respecting Award https://www.unicef.org/rights-respecting-schools/how-we-create-change-for-children/impact-of-rrsa/	3,6

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

Budgeted cost: £73,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Interventions provided within all year groups to support pupils to catch up and keep up led by skilled TAs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	1,2,7
Small year 6 group intervention for reading and maths to ensure secondary readiness.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching assistant Interventions = +4 months	1,2,7
Speech and Language therapist 1 day a week.	Oral language intervention=+6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions One-to-one tuition = +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,7
Additional phonics sessions targeted at disadvantaged pupils who require further support in Years 1 & 2.	Phonics = +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,7
NELI delivery for selected EYFS children	Communication and Language Approaches = +6 months Reading Comprehension Strategies = +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	2

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

Budgeted cost: £ 117500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	4,5
Nurse Traded Service with a focus on reducing the % of authorised illness absence.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance (Evidence also relevant for	4,5
Work towards becoming a Trauma Informed Attachment Aware School	Behaviour Intervention = +4months Emotional and Social Learning =+4 months Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Whole online staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behavior across school. (Beacon 360) Positive Handling	Both targeted interventions and universal approaches can have positive overall effects: Behaviour Intervention = +4months Behaviour interventions Teaching and Learning Toolkit EEF	5
Resident artist and actor. Opportunities to enhance provision of the arts and encourage a flair for the arts while building cultural capital for our pupils	Arts participation = +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5,6
All children to access to a free Breakfast Club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club	5,6
An extensive programme of extra-curricular activities.	https://www.imperial.ac.uk/education-research/evaluation/what-can-i-evaluate/self-efficacy/	5,6

Eg. Fully funded Rocksteady music tuition.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Eg. Free uniform for newly admitted children with refugee status.	5

Total budgeted cost: £ 218,317

Part B: Review of the previous academic year Impact for 2023 -24

Extra-curricular Clubs

Overall 71% of all pupils attended at least one extracurricular club

72% of Pupil Premium children attended at least one club

69% of none Pupil Premium children attended a club

Good Level of Development in Reception

Our disadvantaged pupils did better than others: 72.2% at GLD compared to 53.8% not disadvantaged.

Phonics Check Y1

Disadvantaged pupils perform better than those that are not. 83.3% compared to 54.5%

Phonics retakes Y2

Disadvantaged pupils perform slightly better than those that are not. 85.7% compared to to 84.6%

End of Key Stage SATS

Year 6 SATS	Pupil Premium	Non Pupil Premium
Reading	46%	67%
SPAG	54%	56%
Maths	34%	59%
Combined	29%	44%

PP pupils are performing below the national average in all subjects.

Non-PP pupils are performing closer to the national average but still below in all subjects.

There is a clear attainment gap between PP and Non-PP pupils, consistent with national trends.

Teacher Assessment

WRITING	Pupil Premium	Non Pupil Premium
Year 1		
2022/23	54% 7/13	38% 18/47
2023/24	67% 8/12	55% 12/22
Year 2		
2022/23	29% 5/17	37% 16/43
2023/24	38% 8/21	37% 14/38
Year 3		
2022/23	40% 8/20	42% 15/36
2023/24	35% 12/34	43% 13/30
Year 4		
2022/23	39% 7/18	8% 1/12
2023/24	54% 10/35	55% 11/20
Year 5		
2022/23	33% 5/33	48% 13/27
2023/24	35% 15/43	55% 11/20
Year 6		
2022/23	63% 22/35	76% 19/25
2023/24	51% 19/37	64% 16/25

READING	Pupil Premium	Non Pupil Premium
Year 1		
2022/23	77% 10/13	57% 22/47
2023/24	75% 9/12	55% 12/22
Year 2		
2022/23	41% 7/17	37% 16/43
2023/24	52% 11/21	55% 21/38
Year 3		
2022/23	65% 13/30	53% 19/36
2023/24	43% 14/33	63% 20/32
Year 4		
2022/23	67% 12/18	42% 5/12
2023/24	60% 21/35	70% 14/20
Year 5		
2022/23	36% 12/33	48% 13/27
2023/24	40% 17/43	50% 10/20
Year 6		
2022/23	63% 22/35	68% 17/25
2023/24	54% 20/37	68% 17/25

We recognise through our internal assessments and monitoring, that St. Benedict's pupil premium data reflects some positive trends, particularly in years R-4, where pupil premium children meet or exceed the outcomes of non-pupil premium children. This is in contrast to the national picture where there is a significant achievement gap between pupil premium and non-pupil premium children.

There is, however, a noticeable decline in progress data in Year 5 and 6. This trend largely align with the broader challenges.

SPEAKING AND LISTENING	Pupil Premium	Non Pupil Premium
Year 1		
2022/23	64% 9/14	52% 24/46
2023/24	75% 9/12	55% 12/22
Year 2		
2022/23	33% 6/18	33% 14/42
2023/24	57% 12/21	42% 16/38
Year 3		
2022/23	80% 16/20	58% 7/28
2023/24	50% 17/34	40% 12/30
Year 4		
2022/23	67% 12/18	58% 7/28
2023/24	66% 23/35	65% 13/20
Year 5		
2022/23	52% 17/33	59% 16/27
2023/24	53% 23/43	55% 11/20
Year 6		
2022/23	66% 23/35	84% 21/25
2023/24	62% 23/37	76% 19/25

MATHS	Pupil Premium	Non Pupil Premium
Year 1		
2022/23	85% 11/13	55% 26/47
2023/24		
Year 2		
2022/23	18% 3/17	35% 15/43
2023/24		
Year 3		
2022/23	65% 13/20	56% 20/36
2023/24	35% 12/34	40% 12/30
Year 4		
2022/23	56% 10/18	25% 3/12
2023/24	54% 19/35	60% 12/20
Year 5		
2022/23	27% 9/33	44% 12/27
2023/24	35% 15/43	45% 9/20
Year 6		
2022/23	57% 20/35	76% 19/25
2023/24	46% 17/37	64% 16/25

No More Marking – Writing Task

YEAR 1

		PP	Non-PP	
St Ben's	Average Scaled Score	410	382	+28
	Average Writing Age	5Y 10M	5Y 7M	+3M
	EXS %	75%	58%	+17%
	GDS %	0	0	0
National	Average Scaled Score	375	405	
	Average Writing Age	5Y 6M	5Y 7M	-1M
	EXS %	44%	64%	-20%
	GDS %	4%	9%	-5%

YEAR 2

		PP	Non-PP	
St Ben's	Average Scaled Score	479	464	+15
	Average Writing Age	7Y 3M	6Y 11M	+4
	EXS %	62%	57%	+5
	GDS %	23%	8%	+15
National	Average Scaled Score	447	474	
	Average Writing Age	6Y 7M	7Y 2M	-7m
	EXS %	47%	65%	-18%
	GDS %	5%	10%	-10%

YEAR 3

		PP	Non-PP	

St Ben's	Average Scaled Score	469	461	+8
	Average Writing Age	7y0m	6y10m	+2m
	EXS %	65	51	+14
	GDS %	0	6	-6
National	Average Scaled Score	470	497	
	Average Writing Age	7y1m	7y10m	-9m
	EXS %	59	76	-17
	GDS %	8	16	-8

YEAR 4

		PP	Non-PP	
St Ben's	Average Scaled Score	508	503	+5
	Average Writing Age	8y2m	8y0m	+2m
	EXS %	68%	66%	+2%
	GDS %	18%	10%	+8%
National	Average Scaled Score	498	523	-25
	Average Writing Age	7y10m	8y11m	-13m
	EXS %	60%	76%	-16%
	GDS %	8%	16%	-8%

YEAR 5

		PP	Non-PP	
St Ben's	Average Scaled Score	455	459	-4
	Average Writing Age	6y9m	6y10m	-1m
	EXS %	21	32	-11
	GDS %	0	0	0
National	Average Scaled Score	496	523	27
	Average Writing Age	7y9m	8y11m	-14m
	EXS %	59	76	-17
	GDS %	07	16	-9

YEAR 6

No More Marking – Writing Task

		PP	Non-PP	
St Ben's	Average Scaled Score	527	526	-1
	Average Writing Age	9y1m	9y1m	0m
	EXS %	72%	68%	+4%
	GDS %	3%	0%	+3%
National	Average Scaled Score	523	544	-11
	Average Writing Age	8y11m	10y4m	-17m
	EXS %	60%	76%	-16%
	GDS %	7%	14%	-7%

Attendance

There is little between the attendance of PP and Non PP children. Nationally, the difference between PP and Non PP is more marked.

Session Attendance Summary (04 Sep 2023 - 15 Jul 2024) for Attendance

	All Years
St. Ben's	
All (Current)	90.94%
Pupil Premium	90.94%
Not Pupil Premium	90.94%
National (Autumn term 23)	
All (Current)	94%
Pupil Premium	93%
Not Pupil Premium	95.3%

(04 Sep 2023 - 15 Jul 2024) for Persistent Absence

	All Years	
Pupil Premium	62	23% of all children
Not Pupil Premium	52	26% of all children