

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 Biscop CE Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	Nicola Scott-Worthington Headteacher
Pupil premium lead	Clare Hill Assistant Headteacher
Governor / Trustee lead	Jackie Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32590
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35780

Part A: Pupil premium strategy plan

Statement of intent

As a church school we at St Benedict Biscop strongly believe that all children are created in God's image and therefore should all be valued as unique individuals and supported to achieve their full potential irrespective of their background.

All staff and governors at St Benedict Biscop CE Primary School, are committed to ensuring that the needs of disadvantaged pupils are met. These may be pastoral, social or academic needs. We support every child to develop a love of learning and acquire skills and knowledge which will enable them to achieve success by fulfilling their potential. Our main objectives are to raise the attainment of disadvantaged children in reading, writing and maths to enable them to successfully access all areas of the curriculum now and in the next stage of their education. We are also committed to ensuring that disadvantaged children have the opportunity to broaden their horizons through trips, visits, music lessons and sports participation; a families financial circumstances should not be a barrier to children in our school.

The strategy plan put in place towards achieving these objectives are:

- High quality teaching and learning is provided across the school with strong CPD to support staff development.
- An engaging and thoughtful curriculum develops skills and knowledge across school
- Accurate use of assessment identifies children who are in need of additional support or challenge to reach their full potential
- Appropriate provision is provided for all children to meet their social, emotional and academic needs.
- A range of additional activities and experiences are available to all children regardless of a family's financial status.
- By making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Entry assessment in the EYFS for the last three years suggest that disadvantaged children have less well developed oral language skills and a more limited vocabulary than their peers across the school.

2	EYFS baseline assessment demonstrates that disadvantaged pupils enter school behind ARE in EYFS strands of comprehension, word reading, writing, number and mathematics.
3	Termly assessments, observations and pupils books demonstrate that our disadvantaged children in EYFS and KS1 generally have lower attainment in phonics than their peers.
4	Disadvantaged pupils in KS1 have lower attainment and are more likely to be working below ARE than their peers in the core subjects of reading, writing and maths (KS1 assessments 2021 22% gap in combined at EXS and 9% at GDS)
5	Assessment across the last three years in Key Stage 2 suggests that disadvantaged children are more likely to be working below ARE in reading standardised tests than their peers although this gap is reducing.
6	Disadvantaged pupils in KS2 are less likely to achieve GDS in mathematics standardised tests than their peers. (KS2 summer 2021 24%, Summer 2020 31% gap at GDS)
7	Following lockdown and school bubbles we identified that children's facility to play with others had diminished. This caused a lot of fallings out between children and we noticed less purposeful play. Learning time was lost as a result of needing to sort out playtime issues.

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
<i>Improve oral language skills for disadvantaged children in EYFS and KS1</i>	Foundation stage profile outcomes and in school assessments demonstrate disadvantaged children achieve ARE in Speaking and listening, attention and understanding by the end of the academic year. Children in KS1 demonstrate through books, observations and discussion improved oral language skills.
<i>Phonic attainment by the end of KS1 shows improvements for disadvantaged children from their starting point.</i>	Phonic screening check outcomes build from 88% at the end of year 1 in 2019 so that at least 95% of children consistently achieve the check standard by the end of KS1 in 2024
<i>Improve attainment in Reading, Writing and Maths at the end of Key Stage 1</i>	Key Stage 1 assessments in 2022, 2023 and 2024 show that the gap between disadvantaged children and all children is reducing.
<i>Address gaps in learning for children in KS2 who did not access school provision during</i>	Children in KS2 perform in line with their peers in standardised tests across the Key Stage.

<i>lockdown so that they achieve ARE by the end of KS2</i>	1:1 and small group intervention demonstrates improved outcomes for children it is targeted at.
<i>Targeted support for disadvantaged children in KS2 to support them to achieve GDS in maths at the end of KS2</i>	Proportion of disadvantaged children achieving GDS is in line with all children. Small group support to develop children's depth of understanding in mathematics.

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: £20,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring support for all teachers and additional support for ECT and RQT teachers (£8556)	Evidence informs us that supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap. Our program of coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques. EEF Effective Professional Development	All
Training for staff in Early Years in early language intervention to support oral language development and provide children with a firm foundation. (£2489)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	2, 3, 4

stronger phonics teaching for all pupils. (£9583)	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9926

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted KS2 reading intervention 1:1 or small group to address gaps in learning</i> (£3494)	There is a strong evidence base that explicit teaching of reading comprehension strategies can have a effect of +6 months on children's outcomes. Education evidence-Teaching and Learning - Reading Comprehension	5
<i>KS2 intervention to support children to develop deeper understanding of maths 1:1 or small group.</i> (£2393)	There is good evidence that a small group of up to five children with a trained adult can make up to +4 months additional progress. Education evidence-Teaching and Learning - Small Group Tuition	6
<i>Additional intervention TA to support across KS2 delivering phonic, handwriting, reading and maths interventions.</i> (£4039)	The evidence suggests that specific targeted interventions delivered by teaching assistants shows an impact on children's outcomes of +4 months Education evidence-Teaching and Learning - Teaching assistant interventions	5&6

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

Budgeted cost: £7054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff at lunchtime and playtime to support positive play.</i> <i>Training for staff at all levels to support</i>	Consistent behaviour management strategies and actively teaching behaviour strategies are seen to improve outcomes for all children.	7

<p><i>positive behaviour strategies.</i> (£4054)</p>	<p>Education Evidence – Guidance Reports - behaviour</p>	
<p><i>Provision of breakfast club to support attendance for identified children</i> (£3000)</p>	<p>The DfE guidance, Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

Total budgeted cost: £37,608

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.

<p><i>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.</i></p> <p><i>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?</i></p>	
Aim	Outcome
<p>To ensure that quality first teaching is at least good and often outstanding so that all children receive a good quality of education</p>	<p>5/8 teachers received at least one two week cycle of coaching and mentoring. NQT and RQT received two cycles to support good teaching</p> <p>Book monitoring and feedback from C&M showed consistently good teaching for 6/8 teachers.</p> <p>2/8 teachers showed many elements of good teaching and children in their class made good progress across the year.</p>
<p>To increase achievement in reading, writing and maths through additional small group and 1:1 interventions. PPG eligible pupils make at least good (and often accelerated) progress over the year.</p>	<p>Internal data showed improved outcomes across KS2 following interventions. Children receiving Pupil Premium Grant from Reception to Year 6</p> <p>Good progress for the majority of children across these year groups. Those children who made slower progress were identified as not having engaged in remote learning during spring lockdown and class isolation where relevant.</p> <p>Additional support to these in the form of intervention session with MAT AHT 4 x weekly. Support and 1:1 intervention will continue in the next academic year.</p> <ul style="list-style-type: none"> • In reading 93% of children made at least good progress with 81% making accelerated progress from September

	<p>baseline standardised score to summer standardised score.</p> <ul style="list-style-type: none"> • In writing 92% of children made at least good progress with 20% making accelerated progress based on Autumn to Summer teacher assessment. • In maths 94% of children made at least good progress with 87% making accelerated progress from September baseline standardised score to summer standardised score. • In reading 100% of PPG children in Year 2-3 have made expected progress and 44% of PPG children have made greater than expected progress from the previous key stage • In writing 89% of PPG children in Year 2-3 have made expected progress and 22% of PPG children have made greater than expected progress from the previous key stage • In maths 100% of PPG children in Year 2-3 have made expected progress and 44% of PPG children have made greater than expected progress from the previous key stage <ul style="list-style-type: none"> • In reading 78% of PPG children in Year 4-6 have made expected progress and 56% of PPG children have made greater than expected progress from the previous key stage • In writing 78% of PPG children in Year 4-6 have made expected progress and 11% of PPG children in Year 4-6 have made greater than expected progress from the previous key stage. • In maths 78% of PPG children in Year 4-6 have made expected progress and 22% of PPG children in Year 4-6 have made greater than expected progress from the previous key stage
<p>Attendance of PP children is in line with children across school and higher than national average 96%</p>	<p>Attendance of PP children 97.74% non PP children 97.96%</p> <p>Broadly in line with each other and above national average.</p>