# 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

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| Detail | Data |
| School name | St Benedict’s Catholic Primary |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium eligible pupils | 26.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2023 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Hannah McGuire |
| Governor lead | Helen Butler |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56785 |
| Recovery premium funding allocation this academic year | £unknown |
| 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 | £62435 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All members of staff, governors and teaching assistants accept responsibility for ‘disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘diminishing the gap’ between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils are in receipt of Quality First Teaching in every classroom enabling them to reach their full potential and to fully engage in our curriculum and school life.  Provision will be made through:   * Developing and improving pupils’ access to education and access to the curriculum * Providing alternative support and intervention where necessary within school   The aim of the pupil premium strategy is to diminish the differences between PP pupils and non-PP pupils and to raise attainment of all pupils.  This report aims to explain how Pupil Premium funding has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention, practice or staffing that has been supported by the additional funding, taking into account the impact of CVOID-19 on this cohort of pupils.  Summative assessments took place for all year groups in July 2022 and will be repeated in January 2023 and July 2023 (NFER). Teachers use other assessment tests, and their own teacher judgement, throughout the term to ensure that pupils are making progress. Book looks and writing moderation take place every half-term in all subjects. Interventions are monitored by the SENDCo and the subject leaders for writing and maths.  Attendance is tracked every half term and action taken where appropriate. |

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

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| Challenge number | Detail of challenge |
| 1 | Difference between attainment in reading at the expected and higher level for PP pupils and non-PP pupils |
| 2 | Difference between attainment in writing at the expected and higher level for PP pupils and non-PP pupils |
| 3 | 0% of PP Pupils who have additional SEND needs achieved the expected standard in English – reading and writing - compared to 67% of non-PP. |
| 4 | Attendance – All pupils 93.8% and Pupil Premium 90.6% |
| 5 | Financial constraints limiting availability to take part in residential or school trips. |

## 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.

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| Intended outcome | Success criteria |
| To improve the attendance of PP pupils. | The attendance of PP pupils will be equal to or above that of the non-pp pupils (93.8% v 90%).  School attendance will exceed the national |
| Diminish the difference between PP and non-PP attainment in writing and maths at the expected level. | The difference in attainment between pupil premium and non-pupil premium groups is diminished in writing |
| To increase the percentage of PP pupils achieving the higher standing in Reading. | The percentage of pupils achieving the higher standard in reading is closer to the non-PP percentage  Pp pupils passing the phonics screening is in line with non-pp peers.  Year 6: PP achieving at the higher level - 37.5% (3/8) Non PP – 22% (5/23)  Year 1: non pp – 18%  pp – 0%  Year 2: PP and Non PP – 0%  Year 3: PP – 55%  Non –PP – 52%  Year 4 Non PP – 59%  PP – 38%  Year 5 PP 37.5%  non PP – 76% |
| Pupil Premium pupils have access to a range of activities and trips and uptake is comparable | All PP pupils participate in at least one residential and all school trips  All PP pupils have access to at least one extra-curricular club |

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: £42492

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional staff:  1x TAs KS1  1X ta ks2  Termly Moderation of teacher judgements based on end-points and continued peer modelling and coaching to support all staff and sharing of good practice.  Specialist training and support with Literacy Counts for shared reading improvements to benefit all pupils and training to focus on improving practice with small group work  SLT to continue engaging with the Local authority MSIP program to raise standards in reading and to adapt practice within school.  Introduction of new synthetic phonics programme and monitoring to ensure high quality teaching continues | This will mean all classes have at least 0.7 TA support (in addition to the SEND TAs) and the additional teacher will work with smaller groups in Reading, Writing and Maths. Pupil progress meetings will be held each half-term to assess impact.  EEF research – Improving Literacy at KS2 (April 17)  EEF +2 impact  Impact of lesson improvements will be seen in the lesson observations and SIP visit feedback  MSIP reading training.  Frequent monitoring of phonics to ensure high standard of delivery by all staff and SIP and external consultant feedback | 2 & 3 |
| Training and modeling in lessons and staff meetings to embed concrete, abstract and pictoral methods and use of manipulatives to support learning  Frequent monitoring of timestables to ensure high attainment in Y3 and Y4  English leads to monitor top 20% in maths (from previous keystage) to ensure that they are achieving the higher standard and to ensure that PP pupils have the potential to achieve at the higher standard. | Lesson observations and book looks will show increased use of reasoning and end of year tests will show improvement in attainment |  |

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

Budgeted cost: £ *5876*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **English**  SLT and English leads to listen to readers as part of monitoring process  English leads to monitor top 20% in reading to ensure that they are achieving the higher standard  Booster sessions to focus on inference with KS2 classes  Boost reading opportunities for PP pupils to ensure that they are exposed to a wider vocabulary with daily reading booster for group of KS1 children  CPD for writing with Literacy Counts  10 children to work with the school led tutor on writing and maths, in small groups | EEF research – Improving Literacy at KS2 (April 17)  Specialist support from literacy counts sharing good practice.  Alex Quigley, ‘Closing the Reading Gap”  EEF + 4 months | 2 & 3 |
| **Maths**:  Booster sessions to focus on reasoning and to work through problem solving systematically  3 interventions in class for KS2 children | [5660\_EEF\_-\_Maths\_Guidance\_RAG\_v5.pdf](file:///C:\Users\H2750~1.MCG\AppData\Local\Temp\7zO80551720\5660_EEF_-_Maths_Guidance_RAG_v5.pdf)  [EEF\_Maths\_EY\_KS1\_Guidance\_Report.pdf](file:///\\s-v-files-01\FR-STAFF\h.mcguire\Desktop\EEF_Maths_EY_KS1_Guidance_Report.pdf) | 2 & 3 |
| School-based tutoring funding booster sessions for PP (and other disadvantaged to include EAL, SEND and other) using 1:1 or small group sessions –mainly after school sessions so as not to impact other subjects.  Small group interventions with TAs.  1:1 interventions with TAs.  Review and embedding of spelling shed scheme to concentrate on KS2 phonics for 15 minutes per day with small group intervention for those who are at risk of falling behind.  Pre-teaching of vocabulary to enable good progression and participation in whole class /small group sessions. | EEF - small group tuition  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  1 to 1tuition supports the lowest 20% of each cohort to ‘catch up’ with their early reading focusing on the development of their decoding skills and increasing the fluency of their word reading. Groups no larger than 3  EEF Impact = +5  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflected-meta-cognition/> | 2 & 3 |

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

Budgeted cost: £ 15830

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| HT and dedicated attendance manager to implement robust system of response to absence.  HT to continue to complete home visits for pupils if no contact is made with parents.  HT to meet EWO each term to discuss pupils and families.  HT to issue attendance awards each term (when appropriate following COVID)  Weekly class awards for best and most improved. (when appropriate following COVID)  Continue to begin Early Help assessments with HT (and health or social team where appropriate) for families who need extra support  Continue to take input from Emotionally Healthy Schools with SENDCo to support all pupils with attendance | The DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 …in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15 per cent of all sessions | 4 |
| Provide access to high quality residential and school trips, Out of school clubs, Visiting specialists, art groups, musicians, drama groups, pantomimes etc to give PP pupils the same opportunities as their peers. | EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact | 5 |

**Total budgeted cost: £** *58322*

# 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.

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| Intended outcome | Success criteria | Impact |
| To improve the attendance of PP pupils. | The attendance of PP pupils will be equal to or above that of the non-pp pupils (94.27% PP pupils v 96% of non-pp) School attendance will exceed the national | Attendance for the academic year: 93.8% and Pupil Premium 92.1%  Attendance of both has fallen but the difference has diminished. See HT report for full attendance data |
| Diminish the difference between PP and non-PP attainment in writing and maths at the expected level. | The difference in attainment between pupil premium and non-pupil premium groups is diminished in maths and writing  Year 6 - | year 6 2022:  Combined expected  Non PP – 78%  PP – 75%  The difference has diminished and is in line with Non PP. |
| To increase the percentage of PP pupils achieving the higher standing in Reading. | The percentage of pupils achieving the higher standard in reading is closer to the non-PP percentage  Year 4 – 29% to 37%  Year 3 – 0% v 13%  Year 2 – 17% v 33%  Year 1 – 0% v 36% | Year 6 2022:  PP achieving at the higher level - 37.5% (3/8)  Non PP – 22% (5/23)  Year 1: non pp – 18%  pp – 0%  Year 2: PP and Non PP – 0%  Year 3: PP – 55%  Non –PP – 52%  Year 4 Non PP – 59%  PP – 38%  Year 5 PP 37.5%  non PP – 76% |
| Pupil Premium pupils have access to a range of activities and trips and uptake is comparable | All PP pupils participate in at least one residential and all school trips  All PP pupils have access to at least one extra-curricular club | All PP were offered a residential and a club. Not all took them up but were all offered. |