

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Benedict's Catholic Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Hannah McGuire
Governor lead	Helen Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,750
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	£72,750

Part A: Pupil premium strategy plan

Statement of intent

This plan runs over 3 years – until 2025

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.

Summative assessments took place for all year groups in July 2024 and will be repeated in January 2025 and July 2025 (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 weekly and action taken where appropriate.

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

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 94.2% and Pupil Premium 91.7%
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.

Intended outcome	Success criteria
To improve the attendance of PP pupils.	<p>The attendance of PP pupils will be equal to or above that of the non-pp pupils (93.8% v 90%).</p> <p>School attendance will exceed the national</p>
To 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.	<p>The percentage of pupils achieving the higher standard in reading is closer to the non-PP percentage</p> <p>Pp pupils passing the phonics screening is in line with non-pp peers.</p>
Pupil Premium pupils have access to a range of activities and trips and uptake is comparable	<p>All PP pupils participate in at least one residential and all school trips</p> <p>All PP pupils have access to at least one extra-curricular club</p>

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: £65750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff: 1x TAs KS1</p> <p>Termly Moderation of teacher judgements based on end-points and continued peer modelling and coaching to support all staff and sharing of good practice.</p> <p>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</p> <p>SLT to continue engaging with the Local authority MSIP program to raise standards in reading and to adapt practice within school.</p> <p>Established Synthetic phonics programme embedded and results are improving</p>	<p>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.</p> <p>EEF research – Improving Literacy at KS2 (April 17)</p> <p>EEF +2 impact</p> <p>Impact of lesson improvements will be seen in the lesson observations and SIP visit feedback</p> <p>There will be targeted interventions for small groups</p> <p>Accelerated reader</p> <p>Reading plus</p> <p>IDL for dyslexic pupils</p> <p>Frequent monitoring of phonics to ensure high standard of delivery by all staff and SIP and external consultant feedback</p>	<p>2 & 3</p>
<p>Training and modeling in lessons and staff meetings to embed concrete, abstract and pictorial methods and use of manipulatives to support learning</p> <p>Frequent monitoring of timestables to ensure high attainment in Y3 and Y4</p> <p>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.</p>	<p>Lesson observations and book looks will show increased use of reasoning and end of year tests will show improvement in attainment</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English</p> <p>SLT and English leads to listen to readers as part of monitoring process</p> <p>English leads to monitor top 20% in reading to ensure that they are achieving the higher standard</p> <p>Booster sessions to focus on inference with KS2 classes</p> <p>Introduction of Reading Plus and Accelerated reader and IDL to support in small groups</p> <p>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</p> <p>CPD for writing with Literacy Counts</p> <p>10 children to work with the school led tutor on writing and maths, in small groups</p> <p>English read to work with small groups or 1:1 in Y6</p>	<p>EEF research – Improving Literacy at KS2 (April 17)</p> <p>Specialist support from literacy counts sharing good practice.</p> <p>Alex Quigley, ‘Closing the Reading Gap’</p> <p>EEF + 4 months</p>	<p>2 & 3</p>
<p>Maths:</p> <p>Booster sessions to focus on reasoning and to work through problem solving systematically</p> <p>Introduction of TT Rockstars</p> <p>Maths Mastery Hub</p> <p>3 interventions in class for KS2 children</p>	<p>5660 EEF - Maths Guidance RAG v5.pdf</p> <p>EEF Maths EY KS1 Guidance Report .pdf</p>	<p>2 & 3</p>
<p>Small group interventions with TAs.</p> <p>1:1 interventions with TAs.</p> <p>Review and embedding of spelling shed scheme to concentrate on KS2 phonics for 15</p>	<p>EEF - small group tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>2 & 3</p>

<p>minutes per day with small group intervention for those who are at risk of falling behind.</p> <p>Pre-teaching of vocabulary to enable good progression and participation in whole class /small group sessions.</p>	<p>1 to 1 tuition 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</p> <p>EEF Impact = +5</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflected-meta-cognition/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to join OLHOC EWO service</p> <p>HT to meet EWO each term to discuss top 5 concerning families</p> <p>HT to issue attendance awards each term</p> <p>Weekly class awards for best and most improved.</p> <p>Continue to begin Early Help assessments with HT (and health or social team where appropriate) for families who need extra support</p> <p>Continue to take input from Emotionally Healthy Schools with SENDCo to support all pupils with attendance</p> <p>Attendance Buddy system to promote attendance and encourage children to attend well</p>	<p>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</p>	<p>4</p>
<p>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.</p>	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact</p>	<p>5</p>

Total budgeted cost: £ 72750

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 2023 to 2024 academic year.

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 School attendance will exceed the national	PP Pupils attendance improved from 90.2% to 91.7% and the difference has diminished. However, attendance fell overall.
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	2023/24 67% v 87% Writing 44% v 63% Maths 33% v 86%
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 6 2023/24: No PP pupils were at the higher level in any area
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. Costs were covered for the academic year 23/24