

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 Catholic Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£55145
Recovery premium funding allocation this academic year	£7290
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

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Statement of intent

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

intervention, practice or staining that has been supported by the additional funding, taking into account the impact of COVID-19 on this cohort of pupils.

Summative assessments took place for all year groups in July 2021 and will be repeated in January 2022 and July 2022 (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.

Challenge number	Detail of challenge
1	Difference between attainment in reading at the higher level for PP pupils and non-PP pupils
2	Maintaining or improving the % of pupils achieving the higher standard achieved at the end of KS1 (In 2019, 50% of high attainers at KS1 achieved the expected standard compare to 100% of 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.

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4	Attendance – 94.27% PP pupils v 96% of non-pp.
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.	The attendance of PP pupils will be equal to or above that of the non-pp pupils (94% v 96%). 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 maths and writing Year 6 -
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% Pp pupils passing the phonics screening is in line with non-pp peers.
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: £53782 (£5787 from the main budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Additional staff: • 0.6 Teacher LKS2, 2x TAs KS1 • • • 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. <p>Introduction of new synthetic phonics programme and monitoring to ensure high quality teaching continues</p>	<ul style="list-style-type: none"> • 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 	<p>2 & 3</p>
<ul style="list-style-type: none"> • Chris Quigley training for all staff to uplevel reasoning across the school so that strategies for problem solving are more effective. • Training and modeling to embed concrete, abstract and pictorial 	<p>Lesson observations and book looks will show increased use of reasoning and end of year tests will show improvement in attainment</p>	

<p>methods and use of manipulatives to support learning</p> <ul style="list-style-type: none"> • Frequent monitoring of timetables 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 		
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standard and to ensure that PP pupils have the potential to achieve at the higher standard.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Reading • 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 	<ul style="list-style-type: none"> • • • EEF research – Improving Literacy at KS2 (April 17) • • Specialist support from literacy counts sharing good practice. • • Alex Quigley, 'Closing the Reading Gap' <p>EEF + 4 months</p>	2 & 3
<ul style="list-style-type: none"> • Maths: • Booster sessions to focus on reasoning and to work through problem 	<ul style="list-style-type: none"> • 5660_EEF_-_Maths_Guidance_RAG_v5.pdf 	2 & 3

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<p>solving systematically</p> <ul style="list-style-type: none"> • increased number of interventions on 	<ul style="list-style-type: none"> • EEF_Maths_EY_KS1_Guidance_Report.pdf 	
<ul style="list-style-type: none"> • 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. <p>Small group interventions with TAs. 1:1 interventions with TAs.</p> <p>Introduction of new spelling scheme to concentrate on KS2 phonics for 15 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>EEF - small group tuition</p> <ul style="list-style-type: none"> • 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,

Budgeted cost: £ 7150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> HT and dedicated attendance manager to implement robust system of response to absence. 	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	4

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<ul style="list-style-type: none"> 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 <p>Continue to take input from Emotionally Healthy Schools with SENDCo to support all pupils with attendance</p>	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	
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: £ 68222

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

(See appendix 1 (below) for a review of the 2020/21 financial year)

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

Programme	Provider

APPENDIX 1				
REVIEW OF PREVIOUS FINANCIAL YEAR (2020/2021)				
Review of previous Pupil Premium Strategy				
Year Group/phase/whole school	Desired outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	Review of the plan
Whole School	<p>Attendance of all pupils will meet or exceed national average.</p> <p>The attendance of PP pupils will improve so that the difference between attendance of PP pupils and non-pp pupils will diminish (94% and 96%)</p>	<p>HT and dedicated attendance manager to implement robust system of response to absence.</p> <p>HT to complete home visits for vulnerable PP pupils if no contact is made with parents.</p> <p>HT to meet EWO each term to discuss pupils and families.</p> <p>HT to issue attendance awards</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>System for monitoring absence was robust. Letters were sent at Easter to highlight to those whose attendance was in Amber or Red category that attendance needed to improve (if the absence was not as a result of COVID/isolating or other matters relating to a disability on long-term condition).</p> <p>During Lockdown, phone calls and house visits were made to those pupils who were not participating and, as a result, all PP pupils attended the remote lessons regularly or came into school.</p> <p>Devices were given to those who were not participating where technology was a factor and SIM cards were given to families on FSM to enable them to access wifi and as a result PP pupils have made progress since September which is comparable to their peers.</p> <p>An Early Help assessment was initiated with family support worker and school nurse to improve attendance for one family.</p>

		<p>each term. Weekly class awards for best and most improved. Early Help assessments with HT (and health or social team where appropriate) for families</p>	<p>improve attendance for one family. Emotionally Schools was utilised extensively and 2 referrals to CAMHS mental health team were made for PP pupils and their attendance has improved.</p> <p>The other actions were not applicable for this year.</p>
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		<p>who need extra support Input from Emotionally Healthy Schools with SENDCo where necessary</p>		
Whole School	<p>All teaching of reading is good or better and attainment in reading improves</p>	<p>Clear understanding of the combined shared and guided reading structure across school</p> <p>Parachute model implemented to ensure all children are given opportunity for shared and guided reading.</p> <p>Staff CPD – Local Authority approved reading consultant to deliver training on shared and guided reading to raise attainment.</p> <p>Peer modelling and coaching to support all staff and sharing of good practice.</p> <p>End of year Non-negotiables introduced and guided reading format shared and monitored.</p>	<p>EEF research – Improving Literacy at KS2 (April 17)</p> <p>Specialist support from literacy counts sharing good practice.</p> <p>MSIP reading training.</p>	<p>Parachute model was introduced but could not be established because staff were not permitted to move between bubbles.</p> <p>Staff CPD did take place and has had an impact on teaching – there is more structure and clarity over end points meaning teachers are able to articulate what they are aiming for and are better equipped to target pupils</p> <p>Peer modelling and coaching has been limited because staff have not been permitted to move bubbles.</p> <p>Non- negotiables in reading introduced and being embedded which will ensure teacher judgements are more robust.</p>

		<p>Continue embedding VIPERS across the school.</p> <p>SLT to continue engaging with the Local authority MSIP program to raise standards in reading</p> <p>Opportunity for reading in all areas of the EYFS curriculum.</p>		
	<p>Purchasing of new reading material across the school</p>	<p>High quality texts driving the curriculum</p> <p>Curriculum planning ensures access to reading in all areas of the curriculum and deepens understanding across all</p>	<p>EEF Research – Improving Literacy in KS1 EEF Research – quality texts and Accelerated Reader</p>	<p>New reading material has been purchased - decodable books allowing for practice and embedding of the phonics; and a wider variety of texts used in classes as writing stimulus to give diversity and exposure to vocabulary.</p> <p>£4500 has been spent on new books across the curriculum</p> <p>All staff have received phonics training and a</p>

		<p>subjects.</p> <p>Opportunity for reading in all areas</p> <p>of the EYFS curriculum.</p> <p>Phonics teaching is high quality and</p>		<p>member of staff will receive training in July ready for a new role in September</p>
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		<p>links to decodable books.</p> <p>Opportunity for reading for pleasure</p> <p>increased with ERIC time and</p> <p>libraries well stocked to raise</p> <p>interest</p>		
Whole school	<p>Promote an ethos of success for all with high expectations</p>	<p>Mixed ability tables where possible</p> <p>TEEP cycle to reinforce group work and peer coaching of pupils</p> <p>CPD for staff training in TEEP</p> <p>Children given a choice of activity to enable them reach higher and not be restricting by their current attainment level.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</p>	<p>Group work has been more difficult due to the COVID restrictions but elements of TEEP are still evident and In the Autumn term, staff will be trained in TEEP</p>
Whole school	<p>Diminish the differences in reading and writing For disadvantaged pupils</p>	<p>Small group interventions with TAs.</p> <p>1:1 interventions with TAs.</p> <p>Purchase of Mighty Writer – a resource to motivate reluctant writers</p>	<p>EEF - small group tuition</p>	<p>The efficiency of interventions has been limited due to the lack of crossing between bubbles (eg some interventions are running twice for 2 groups of pupils who would be able to join together normally).</p> <p>It is challenging to review progress in the current situation but internal data shows that in</p>

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		<p>and to build vocabulary.</p> <p>Alternative provision resources and TA</p> <p>time to support</p> <p>Pre-teaching of vocabulary to enable</p> <p>good progression and participation in</p> <p>whole class /small group sessions</p>		<p>September 2020 44% of Y6 PP pupils were at the expected level for Reading and July 2021 67% are (23% more) whereas 63% of non PP pupils were at the expected level and now 81% are (21%). The gap is not widening.</p> <p>In Year 5 all PP pupils are at the expected level.</p>
KS1	<p>Accelerate the progress of identified weaker readers in KS1</p>	<p>FFT intervention – training of staff, resources and TA time to lead 1:1 sessions.</p>	<p>https://educationendowmentfoundation.org.uk/and-evaluation/projects/reciprocal-reading/</p>	<p>FFT interventions are happening and have had an impact–pupils who have taken part have moved at least 2 books bands in 6 weeks.A new member of staff will need to be trained for September 2021.</p> <p>Time has obviously been lost this year in supporting ks1 readers but interventions are happening and pupil attainment has improved. Of note,</p> <p>3 pupils in Y1 who have been targeted have increased by 11 points (scaled score) since September.</p>

Whole School	To develop the use of effective and well-deployed	CPD – Phonics, reading, mighty writer, maths, SALT, sign language,	https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-	TAs are deployed effectively – they have been limited to one class because of bubbles but their time has been used effectively and SEND and PP have made progress (see data report)

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	TAs	Introducing TA timetables to replace class TAs to ensure TA time is well directed and purposeful. Drawn up by SLT following pupil progress meetings.	use-of-teaching-assistants/	
Whole School	Pupils socialize with their peers in and have a wide range of experiences outside of school and the classroom which helps to develop knowledge of the world, opportunity to write	Provide access high quality to residential and school trips Out of school clubs Musicians, drama groups, pantomimes etc	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	PP pupils have been given access to residential and school trips and some pupils access after school clubs too meaning that they have the same opportunities as their peers. Visiting specialists have been limited because of COVID but 8 PP children have accessed ukulele/guitar lessons with a specialist

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	and motivation to do so.			
Whole School	Pupils have access to small group booster sessions and targeted approaches for maths and SPAG	Year 6 morning booster sessions to provide targeted intervention for half a term. Revision guides purchased.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	Booster sessions have happened before and after school. All children have accessed a booster session. Revision guides were bought to support PP pupils during lockdown to reinforce prior learning and provide answers to clarify understanding.
Whole school	To improve spelling across the school	Whole school subscription to Spelling Shed. Teachers follow the scheme to give structure to the way	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflective-meta-cognition/	The impact on spelling has not been noticeable to date – whilst Spelling Shed is popular and the benefits can be seen for pupils who spend 5 minutes a day practicing and reinforcing the spelling rules, not all children are encouraged to use it at home. A new spelling scheme is being looked into which will create opportunity for more spelling practice across the school and will be in

		spelling is taught in each year group. Children can practice at home and are motivated by the platform.		addition to Spelling Shed.
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		Children given access to ipads during the school day to practice spellings		
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