

# Pupil premium report for St Benedict's Catholic Primary School

## Pupil premium spending 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	May 2021	Date of next pupil premium review:	May 2022
Total number of pupils:	202	Total pupil premium budget:	£48,840
Number of pupils eligible for pupil premium:	37 R – 0 Y1–2 Y2–4 Y3–5 Y4–3 Y5–5 Y6–6 (Y7 – 10) (2 pupils have left the school)	Amount of pupil premium received per child:	£1320

## STRATEGY STATEMENT

All members of staff, governors and teaching assistants accept responsibility for 'disadvantaged' pupils and are committed to meeting their past oral, 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
- Developing and supporting pupils' 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.

EYFS DATA					
		Pupils eligible for pupil premium (PP) (2)		Pupils not eligible for PP (28)	
				School Average	National average
Good level of development (GLD)		50%		80%	n.a
Reading		50%		72%	n.a
Writing		50%		72%	n.a
Number		100%		76%	n.a
Shape		100%		76%	n.a
YEAR 1 PHONICS SCREENING CHECK					
Pupils eligible for PP (4)		Pupils not eligible for PP (25)		National average (all pupils 2018)	
75%		88%		82%	
END OF KS1					
		Pupils eligible for PP		Pupils not eligible for PP	
				School average	National average
% achieving expected standard or above in reading, writing and maths		40%		65%	n.a
% making expected progress in reading		40%		70%	78%
% making expected progress in writing		40		65	73
% making expected progress in maths		40		83	79
END OF KS2					

END OF KS2			
28 pupils would have been eligible for the KS2 SATs <i>(please note that due to the cancellation of SATS due to the pandemic, the figures are based on teacher judgement and 2018 SATs paper score)</i>	Pupils eligible for PP (10)	Pupils not eligible for PP (19)	
		School average	National average (from 2019)
% achieving expected standard or above in reading, writing and maths	22%	74%	71%
% achieving expected standard in reading	67%	82%	78%
% achieving expected standard in writing	56%	89%	83%
% achieving expected standard in maths	33%	95%	84%
% achieving the higher standard in reading, writing and maths	0%	21%	n.a
% achieving the higher standard in reading	0%	37%	n.a
% achieving the higher standard in writing	0%	26%	n.a
% achieving the higher standard in maths	11%	26%	n.a

BARRIERS TO FUTURE ATTAINMENT OF PP PUPILS	
Academic barriers:	
A	Difference between attainment in reading for PP pupils and non-PP pupils
B	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.)
C	0% of PP Pupils who have additional SEND needs achieved the expected standard in English – reading and writing compared to 67% of non-PP.

**ADDITIONAL BARRIERS for PP PUPILS**

External barriers	
D	Attendance – 94.27% PP pupils v 96% of non-pp.
E	Availability of high quality texts and language modelling at home.
F	Financial constraints limiting availability to take part in residential or school trips.

INTENDED OUTCOMES of this strategy		
Specific outcomes		Success criteria
A	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 (94% v 96%).</p> <p>School attendance will be at least as good as the national.</p>
B	To diminish the difference between PP and non-PP attainment in reading, writing and maths at the expected level.	<p>The difference in attainment between pupil premium and non-pupil premium groups is diminished:</p> <p>Pupil Premium pupils achieving the expected standard at KS2 and non- PP pupils in Reading (50% v79%) Writing (60% v 89%) and Maths (60% v 95%)</p>
C	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 (10% v 37%).</p>

## Planned expenditure for current academic year

ACADEMIC YEAR						
Year Group/ phase/ whole school	Desired outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	How will you know it has been implemented	Monitoring and evaluation – Staff Lead	When will it be reviewed?
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 each term.</p> <p>Weekly class awards for best and most improved.</p> <p>Early Help assessments with HT (and health or social team where appropriate) for families who need extra support</p> <p>Input from Emotionally Healthy Schools with SENDCo where necessary</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>Attendance will increase overall and the difference between the groups will diminish.</p> <p>PP data will improve.</p>	<p>SLT Pupil Progress meetings</p> <p>CT and SLT FFT data gathering and monitoring</p> <p>Attendance officer monitoring weekly</p> <p>SENDCO supporting pupils with emotional needs who are not attending school.</p>	Monthly

<p>Whole School</p>	<p>Diminish the difference</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>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>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>Reading attainment will improve and progress will accelerate (KS2 SATs)</p> <p>Termly Pupil Progress meetings</p> <p>Summative assessments twice a year</p> <p>Monitoring of reading sessions</p>	<p>Reading Lead</p> <p>SLT</p>	<p>Termly</p> <p>July</p>
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Whole School	Purchasing of new reading material across the school	<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 subjects.</p> <p>Opportunity for reading in all areas of the EYFS curriculum.</p> <p>Phonics teaching is high quality and links to decodable books.</p> <p>Opportunity for reading for pleasure increased with ERIC time and libraries well stocked to raise interest.</p>	EEF Research – Improving Literacy in KS1 EEF Research – quality texts and Accelerated Reader.	Attainment difference diminishes and results of all pupils improve in reading and writing.	<p>Curriculum Lead</p> <p>Reading lead</p> <p>Key Stage leaders</p>	Termly
Whole School	Promote an ethos of success for all with high expectations	<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>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</a>	Attainment difference diminishes and results of all pupils improve.	<p>SLT</p> <p>Lesson pop ins</p> <p>Peer review</p> <p>Book looks</p>	Half termly

SEND and PP whole School	Diminish the differences in reading and writing for pupils with additional needs	<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 and to build vocabulary.</p> <p>Alternative provision resources and TA time to support</p> <p>Pre-teaching of vocabulary to enable good progression and participation in whole class /small group sessions.</p>	EEF - small group tuition	Attainment difference diminishes and results of all pupils improve.	<p>Pupil progress meetings</p> <p>Summative Tests</p>	Termly
KS1	Accelerate the progress of identified weaker readers in KS1	FFT intervention – training of staff, resources and TA time to lead 1:1 sessions.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/</a>	Pupils reading attainment will improve and the difference with ARE will diminish.	<p>Summative Tests</p> <p>SENDCo monitoring</p> <p>PM Benchmarking</p>	Half termly
Whole School	To develop the use of effective and well-deployed TAs	<p>CPD – Phonics, reading, mighty writer, maths, SALT, sign language,</p> <p>Introducing TA timetables to replace class TAs to ensure TA time is well directed and purposeful. Drawn up by SLT following pupil progress meetings.</p>	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>	<p>TAs will have a positive impact on pupil results.</p> <p>TAs will be held accountable for their roles.</p> <p>Under performance will be tackled</p>	<p>SLT monitoring</p> <p>Intervention book looks</p> <p>Pupil progress meetings</p>	Half termly



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 and motivation to do so.	Provide access high quality to residential and school trips  Out of school clubs  Visiting specialists, art groups, 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	Writing attainment will increase and the difference will diminish.	Book looks  Lesson pop ins	Termly
Year 6	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.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	Writing attainment will increase and the difference will diminish.  High and middle prior attainers will at least mirror their KS1 results.	KS2 SATs	Annually
Whole School	To improve spelling	Whole school subscription to Spelling Shed.  Teachers follow the scheme to give structure to the way spelling is taught in each year group.  Children can practice at home and are motivated by the platform.  Children given access to ipads during the school day to practice spellings	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflect-d-meta-cognition/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflect-d-meta-cognition/</a>	Summative SPAG tests will show accelerated progress  KS2 SATS results  Teacher judgements will show a larger number at ARE or above	KS2 Sats  Summative tests  Book looks SLT  SLT monitoring of spelling shed participation.	Termly

## Review of plan for previous academic year 2020/21

ACADEMIC YEAR					
Year group	Desired outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	impact	Review of actions
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 each term.</p> <p>Weekly class awards for best and most improved.</p> <p>Early Help assessments with HT (and health or social team where appropriate) for families who need extra support</p> <p>Input from Emotionally Healthy Schools with SENDCo where necessary</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>Attendance will increase overall and the difference between the groups will diminish.</p> <p>PP data will improve.</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. 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>

<p>Whole School</p>	<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><b>Parachute model implemented to ensure all children are given opportunity for shared and guided reading.</b></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>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>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>Perr mo</p>	<p>Reading attainment will improve and progress will accelerate (KS2 SATs)</p> <p>Termly Pupil Progress meetings</p> <p>Summative assessments twice a year</p> <p>Monitoring of reading sessions</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>
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Whole School	Purchasing of new reading material across the school	<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 subjects.</p> <p>Opportunity for reading in all areas of the EYFS curriculum.</p> <p>Phonics teaching is high quality and links to decodable books.</p> <p>Opportunity for reading for pleasure increased with ERIC time and libraries well stocked to raise interest.</p>	EEF Research – Improving Literacy in KS1 EEF Research – quality texts and Accelerated Reader.	Attainment difference diminishes and results of all pupils improve in reading and writing.	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.
Whole School	Promote an ethos of success for all with high expectations	<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>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</a>	Attainment difference diminishes and results of all pupils improve.	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>PP whole School</p>	<p>Diminish the differences in reading and writing For disadvantaged pupils</p>	<p>Small group interventions with TAs. 1:1 interventions with TAs.  Purchase of Mighty Writer – a resource to motivate reluctant writers and to build vocabulary.  Alternative provision resources and TA time to support  Pre-teaching of vocabulary to enable good progression and participation in  whole class /small group sessions.</p>	<p>EEF - small group tuition</p>	<p>Attainment difference diminishes and results of all pupils improve.</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). It is challenging to review progress in the current situation but internal data shows that in September 44% of Y6 PP pupils were at the expected level for Reading and now 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. In Year 5 all PP pupils are at the expected level.</p>
<p>KS1</p>	<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><a href="https://educationendowmentfoundation.org.uk/and-evaluation/projects/reciprocal-reading/">https://educationendowmentfoundation.org.uk/and-evaluation/projects/reciprocal-reading/</a></p>	<p>Pupils reading attainment will improve and the difference with ARE will diminish.</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. Time has obviously been lost this year in supporting ks1 readers but interventions are happening and pupil attainment has improved. Of note, 3 pupils in Y1 who have been targeted have increased by 11 points (scaled score) since September.</p>
<p>Whole School</p>	<p>To develop the use of effective and</p>	<p>CPD – Phonics, reading, mighty writer, maths, SALT, sign language,</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/gui">https://educationendowmentfoundation.org.uk/tools/gui</a></p>	<p>TAs will have a positive impact on pupil results.</p>	<p>TAs are deployed effectively – they have been limited to one</p>

	well-deployed 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.	<a href="#">dance-reports/making-best-use-of-teaching-assistants/</a>	TAs will be held accountable for their roles.  Under performance tackled	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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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 and motivation to do so.	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	Writing attainment will increase and the difference will diminish.	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
Year 6	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.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	Writing attainment will increase and the difference will diminish.  High and middle prior attainers will at least mirror their KS1 results.	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 spelling is taught in each year group.  Children can practice at home and are motivated by the platform.  Children given access to ipads during the school day to practice spellings	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflect-ed-meta-cognition/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflect-ed-meta-cognition/</a>	Summative SPAG tests will show accelerated progress  KS2 SATS results  Teacher judgements will show a larger number at ARE or above	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 addition to Spelling Shed.