



St Benet's Catholic Primary School

Pupil Premium Strategy Statement: 2023 - 2024



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

This statement details St Benet's Catholic Primary School's use of Pupil Premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 (one year, due to RAAC disruption)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Monica Kelsey
Pupil premium lead	Catherine Young
Governor / Trustee lead	Beverley Wildish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,912
Recovery premium funding allocation this academic year	£2, 320
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	£30, 232

Part A: Pupil Premium Strategy Plan

Statement of intent

St Benet's Catholic Primary School has been greatly affected by RAAC this year and as a result, the main school building is currently closed to most pupils. Our Nursery and Reception children remain on the school site, but our children in Years 1-6 are working at Stanley Education Centre (about 3 miles away from Ouston) and are travelling to and from the Stanley site each day by bus. This disruption has caused some alterations to the curriculum offer and as a result, a recovery curriculum is in place to accommodate some of the missed areas of learning. It is estimated that approximately 2-3 hours of learning is lost a week due to the travelling and transition time between playtimes and lessons.

These challenges must be considered during this strategy statement for the academic year 2023-2024. Whilst it is our intention that all pupils, irrespective of any challenges that they face, make good progress and achieve high attainment in line with their peers, the disruption caused by RAAC may also have an impact on this group of children performing in line with their peers or in line with national this academic year.

At St Benet's Catholic Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment to all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention (misconceptions in academic performance, concerns around attendance at school and ensuring all children can participate in the whole curriculum offer)
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>Readiness to learn, including emotional wellbeing-</p> <ul style="list-style-type: none"> 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs. A number of the pupils supported each day by the pastoral team are disadvantaged.
2	<p>Attainment in Maths is weaker than non-disadvantaged pupils nationally. In 2023, 0% of disadvantaged pupils in KS2 achieved the expected standard in Maths compared to 59% of disadvantaged pupils and 79% non-disadvantaged pupils nationally.</p>
3	<p>Attainment in Reading is weaker than non-disadvantaged pupils nationally. In 2023, 67% of disadvantaged pupils in KS2 achieved the expected standard in Reading which was slightly higher than the national average of 60% for disadvantaged pupils, but it was lower than the 78% national figure for non-disadvantaged pupils.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Some disadvantaged pupils have been 'persistently absent' compared to their peers and this is a challenge that we are addressing this academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Difficulties engaging parents in supporting reading - It is difficult to get children to read at home, especially moving up through the school. In KS2, in particular, less children read at home than in KS1. We need to support and work with parents to increase this but also where we know parents are unable to facilitate this, we need to have resources in place to make sure that these children are not disadvantaged as a result of this.</p>
6	<p>Some of our families cannot afford to access the wider curricular offer and send their children on school excursions and residential programmes.</p>

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
<p>To support families with home issues in order for children to have a smooth transition in school and to be ready to learn.</p>	<ul style="list-style-type: none"> Signposts are given to help parents/carers from SENDCO/Head teacher Time given for families who need additional support i.e. TAFs. To encourage families to be open and honest by building good relationships built on trust To have an established school-based counselling service to support children's wellbeing.

	<ul style="list-style-type: none"> To ensure that all children having difficulties are targeted, offered support and provisions are in place to help ensure that they are 'ready to learn'. To use specialist services to help support children with SEMH difficulties.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/2024 show that more than 50% of disadvantaged pupils met the expected standard.
To improve attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by Summer 2024 demonstrated by:</p> <p>* the overall unauthorised absence rate for all pupils being lower than figures in 2022/2023, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.</p> <p>*the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils is lower than their peers.</p>
To promote a love of reading and encourage families to engage with reading on a weekly basis.	<ul style="list-style-type: none"> Children are reading age appropriate, good quality texts, in their English lessons and developing discrete skills via VIPERS sessions. Children are given books that match their reading level, including KS2 pupils with all books having an Accelerated Reader level. Children are given opportunities to read often. Adults are modelling reading. Moderation of reading assessment across school and within the trust (where possible) Where parents can't facilitate this, a concrete plan in place to support these families/children so the gap between disadvantaged pupils and their peers does not widen.
All disadvantaged pupils attend school trips and residential. Attendance registers for after school clubs (<i>when possible</i>) reflects at least 75% attendance for disadvantaged pupils with evidence of all pupils being targeted and offered a priority place.	All children have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.

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: **£ 23,455**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the disruption caused by RAAC. A significant proportion of the pupils who receive tutoring will be disadvantaged.	School based tutoring targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3,
Work with the Maths hub & purchase necessary resources to further develop and embed Teaching for Mastery across all year groups using the White Rose Maths scheme, implemented in September 2023.	DfE approved schemes supported by the regional Maths hub. EEF Toolkit: High impact for very low cost. Mastery learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning	2
Staff CPD	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professionaldevelopment	1, 2, 3, 4, 5 & 6

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

Budgeted cost: **£ 5,577**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support through intervention and catch-up opportunities, specifically targeted to children based around misconceptions in Maths and English	<p>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback.</p> <p>EEF Toolkit: One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oneto-one-tuition Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions</p> <p>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/smallgroup-tuition</p>	1, 2 & 3
Continue to embed the use of the Accelerated Reader programme across year groups 2 to 6, to support diagnostic tracking and improve reading for pleasure.	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p> <p>EEF Toolkit: The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-readereffectiveness-trial</p>	3 & 5

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

Budgeted cost: **£ 1200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide free access to breakfast club for all disadvantaged pupils in school.	<p>Access to breakfast club can impact on pupils' outcomes, as well as behaviour and classroom environments.</p> <p>EEF toolkit: The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils... the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry – EEF 2019</p> <p>As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve attendance and punctuality for some pupils.</p>	4 and 6
A School Councillor to have specific time set aside to support children with challenging behaviour and emotional needs.	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Toolkit: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning</p>	1, 2 & 3

<p>Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to.</p>	<p>Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high-income households (the disadvantage gap) remains wide.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/news/new-eef-publishes-newresearch-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment?mc_cid=075f30fc26&mc_eid=4421cdab48</p>	6
<p>Following the trust's attendance policy, promoting a positive attendance picture to all families, ensuring that parents are aware of the effects that non-attendance can have on pupils' academic performance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	4

Total budgeted cost: £ 30,719

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – 2022/2023 Academic Year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils in certain phases (eg: KS2 all subjects and KS1 Writing) were performing lower than their peers. We must account for the very small numbers of eligible children in each cohort last academic year (*KS2 – 3 pupils, Y4 MTC – 3 pupils, KS1 – 1 pupil, Y1 Phonics – 1 pupil, Early Years – 2 pupils*). The results were:

- KS2 Reading – 67% (disadvantaged) v 85% (non-disadvantaged)
- KS2 Writing – 67% (disadvantaged) v 89% (non-disadvantaged)
- KS2 Maths – 0% (disadvantaged) v 81% (non-disadvantaged)
- KS2 R, W, M Combined - 0% (disadvantaged) v 81% (non-disadvantaged)
- Y4 MTC – 20 marks (disadvantaged) v 17.4 marks (non-disadvantaged)
- KS1 Reading – 100% (disadvantaged) v 71% (non-disadvantaged)
- KS1 Writing – 0% (disadvantaged) v 64% (non-disadvantaged)
- KS1 Maths – 100% (disadvantaged) v 75% (non-disadvantaged)
- KS1 R, W, M Combined - 0% (disadvantaged) v 54% (non-disadvantaged)
- Y1 Phonics – 100% (disadvantaged) v 89% (non-disadvantaged)
- Early Years GLD– 100% (disadvantaged) v 80% (non-disadvantaged)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution due to the small numbers of children represented in each cohort).

The data demonstrates that our disadvantaged pupils in KS2 performed much lower in Reading, Writing and Maths compared to their peers. In KS1, although there was only one eligible pupil, that child did not achieve the expected standard in Writing which therefore had a negative impact on the combined score in KS1 in 2023. Our Y4 MTC results were particularly low for this cohort overall, however the 3 disadvantaged pupils in this cohort achieved slightly higher marks than the non-disadvantaged pupils. In all other phases (Y1 phonics and Early Years GLD), disadvantaged pupils performed greater than their peers, although eligible numbers in these cohorts are particularly low.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that for those disadvantaged children in KS2, behaviour and lack of support from home did affect the overall performance for some of these children. Attendance in this group was not a concern, although punctuality was a challenge and was addressed with families on multiple occasions.

Based on all the information above, the performance of our disadvantaged pupils for KS2 did not meet expectations, however for KS1 and Early Years, the performance of our disadvantaged pupils did meet expectations. At present, we are on course to achieve the outcomes we set out to achieve by 2023/2024, particularly for KS2, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback (our school marking policy has been updated to include Traffic Light Marking, as opposed to Shape Marking which also provides a much clearer feedback picture to pupils). EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- using additional staff on site (ie: lunchtime staff) during the period of RAAC disruption to support those disadvantaged learners with reading activities and any suitable interventions where staff are suitably trained
- Early Bird Readers programme – pre-school interventions targeting the bottom 20% readers to support children become fluent and avid readers.
- Support for disadvantaged children who are also SEND learners and are receiving additional support through the notional SEND budget or EHCP funding to support SEMH targets and cognition and learning.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also considered the impact of Covid-19 and the current RAAC disruption on our pupils and whilst drafting a recovery curriculum, considered the priority for our disadvantaged learners.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.