



St Benet's RC Primary School, Ouston

Pupil Premium Strategy Statement

2018 – 2019

Rationale

There are 260 children on roll at St Benet's, with only 10% of our children eligible for pupil premium finance. There are very small numbers of children in each cohort who are eligible for such funding. Numbers in some cohorts are therefore not shown in this statement.

Because there are so few numbers of disadvantaged children in each class, it is difficult at times to compare with non-disadvantaged children as each eligible child can sometimes account for 50% or 100%. Our 2018 outcomes for disadvantaged children appeared lower than our 2017 outcomes overall, yet we did not have any eligible children in our 2018 Year 6 cohort which did affect our overall percentages. Our 2018 outcomes did however, increase the amount of disadvantaged children achieving a greater depth attainment (main school development target in 2018) in Writing, Maths and English Grammar, Punctuation and Spelling (EGPS). One of the main targets for pupil premium finance in 2018-2019 is to diminish the difference between disadvantaged children and their peers as well as increasing the overall progress rates for disadvantaged children based on their starting points. The majority of this premium allocation shall be used to supplement the work of teaching assistants who support the teachers in providing recall and consolidation as well as challenge via interventions to disadvantaged children.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Previous Looked After Children	Number of Service Children
22	Per Pupil £1,320 11	Per Pupil £1,320 11	Per Pupil £2,300 4	Per Pupil £300 1

* Due to small numbers, we are not required to publish this information

Early Year Pupil Premium Funding (Nursery Children)				
Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
4	Hourly Rate £0.53 4	Hourly Rate £0.53 *	Hourly Rate £0.53 *	Hourly Rate £0.53 £320

* Due to small numbers, we are not required to publish this information

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	26	Number of Pupils Eligible	26
Total Pupil Premium Budget	£30,960.00	% of Pupils Eligible	10%

KS1	2018 - Outcomes														
	PP Pupils			Other			SCH GAP	KS2	PP Pupils *			Other			SCH GAP
	SCH	NA*	DIF	SCH	NA	DIF			SCH	NA*	DIF	SCH	NA*	DIF	
EYFS GLD	100%	56.0	+44%	79%	73.0	+6%	21%	Expected Standard Reading	n/a	59.0	n/a	93%	77.0	+16%	n/a
Year 1 Phonics	100%	70.0	+30%	89%	84.0	+5%	11%	Expected Standard Writing	n/a	66.0	n/a	97%	81.0	+16%	n/a
Expected Standard Reading	50%	63.0	+37%	86%	79.0	+7%	36%	Expected Standard Maths	n/a	63.0	n/a	93%	81.0	+12%	n/a
Expected Standard Writing	50%	54.0	-4%	86%	72.0	+14%	36%	Expected Standard GPS	n/a	66.0	n/a	97%	80.0	+17%	n/a
Expected Standard Maths	50%	63.0	-13%	90%	78.0	+12%	40%	Expected Standard R/W/M	n/a	47.0	n/a	90%	67.0	+23%	n/a

*there were no PP pupils in our 2018 Year 6 cohort, therefore it is non-comparative with other children nationally.

*National Averages refer to 2017 averages as 2018 are not available at this time

		Barriers to Future Attainment (for pupils eligible for PP)	Desired Outcomes
Internal Barriers	A	Disadvantaged children are performing lower than their peers at the expected standard	To minimise the gap between disadvantaged children and their peers working at the expected standard
	B	Few disadvantaged children across the school are working at a greater depth standard/ achieving a high score.	To ensure that disadvantaged children are provided with learning tasks which challenge them and enable them to make better than expected progress.
	C	Some emotional, social and mental health issues for some disadvantaged children.	For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers.
	D	Speech and language difficulties for some of our disadvantaged children.	To improve communication and language for some of our disadvantaged learners.
External Barriers	E	No support with homework and home reading outside of school	To provide disadvantaged learners and their families with support with homework tasks and home reading support (eg: family learning sessions, free homework club participation).
	F	Attendance at school for some disadvantaged learners is lower than their peers.	To increase the attendance rates for some disadvantaged learners.
	G	Families cannot afford to send their child on school excursions and residential programmes	All children (including disadvantaged) have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.

	Desired Outcomes	Action	Evidence Source	Expenditure
A	To minimise the gap between disadvantaged children and their peers working at the expected standard	Pupils who are working below the expected standard will be given specific interventions to support their individual needs.	EEF Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver	Teaching assistants lead the interventions in school, with guide of teacher. Funding is therefore used to supplement salaries of 1.5 teaching assistants (£28,310)
B	To ensure that disadvantaged children are provided with learning tasks which challenge them and enable them to make better than expected progress.	Pupils who are working at the expected level (particularly middle prior attainers) who could potentially achieve higher scores shall be given specific interventions to challenge in line with their peers	Evidence (EEF) consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	Teaching assistants lead the interventions in school, with guide of teacher. Funding is therefore used to supplement salaries of 1.5 teaching assistants (£28,310)
C	For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers.	Disadvantaged children who are struggling emotionally will receive some 1-1 counselling support, shall be guided through our Rainbows counselling service, or encouraged to attend our after school EMU club offered here in school.	EEF evidence indicates that wider strategies shall lead to success in school, including attendance, behaviour and social and emotional support.	Approximately £500 allocated from school budget for resources

D	To improve communication and language for some of our disadvantaged learners.	SLA contract with Mrs Hepple, SALT Worker who supports children in school weekly	Evidence (EEF) consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. This includes Speech and Language support.	£35 per hour £35 x 10 weeks per term x 3 terms = £1,050 total
E	To provide disadvantaged learners and their families with support with homework tasks and home reading support	Promote after school Homework club to eligible children (free of charge). Encourage parents to attend family learning sessions held in school. Themes covered	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in groups so that learners can support each other and make their thinking explicit through discussion.	Cost of children having a place at the homework club provided in school £500 approximately Photocopied resources for family learning sessions Supply cover for teacher delivering family learning session
F	To increase the attendance rates for some disadvantaged learners.	Working closely with parents to increase attendance rates for specific children	EEF evidence indicates that wider strategies shall lead to success in school, including attendance, behaviour and social and emotional support. Children's attendance rates	Reward incentives for 'an improved attendance rate in school' as well as the existing 100% attendance awards £100 of school budget set aside
G	All children (including disadvantaged) have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.	Providing children with the opportunity to attend trips by subsidising the costs of the programmes	EEF evidence indicates that wider strategies shall lead to success in school, including attendance, behaviour and social and emotional support.	£500 set aside for subsidising school trips

Budget Summary		
Desired Outcome		Cost
A/ B	For all disadvantaged pupils to achieve the expected standard and for all disadvantaged children to be provided with learning tasks which challenge them and enable them to make better than expected progress.	£28,310
C	For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers.	£500
D	To improve communication and language for some of our disadvantaged learners.	£1,050
E	To provide disadvantaged learners and their families support with homework tasks and home reading support	£500
F	To increase the attendance rates for some disadvantaged learners.	£100
G	All children (including disadvantaged) have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.	£500
Total Budget Spent		£30,960.00

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members – **Curriculum committee members and Mr Chris Donnelly (Pupil Premium Governor)**

Pupil Premium/Resources Committee Meeting

Autumn: [Resources Governor Meeting 27-03-19](#)

Spring:

Summer:

Autumn 2019 Summary:

Our school numbers have risen to 260 pupils since September 2018 when the strategy was written (when only 255 children on roll). Five children started Nursery in January 2019. We have an additional 4 children eligible for pupil premium finance since September 2018, increasing our number to 26 children (10% of the school).

Outcome: [For all disadvantaged pupils to achieve the expected standard and for all disadvantaged children to be provided with learning tasks which challenge them and enable them to make better than expected progress.](#)

Early Years- 100% of children in Reception working at age related expectations in reading and writing and 50% of children are on track in numbers and shape, space and measure.

Years 1-6 (based on Autumn term 2018 attainment data)

- 83% of children working at the expected standard in Reading, 11% working at a greater depth standard.
- 72% of children working at the expected standard in Writing, 6% working at a greater depth standard.
- 78% of children working at the expected standard in Maths, 11% working at a greater depth standard.
- 78% of children working at the expected standard in EGPS, 6% working at a greater depth standard.

Outcome: [For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers](#)

- One child eligible for pupil premium funding has been nominated for some counselling provided by our CoL.
- Additional internal therapy groups in place in school to support children struggling emotionally who are eligible for pupil premium funding. This includes children in both Key Stage One and Key Stage Two. Additionally, the Behaviour Intervention Team have been supporting a disadvantaged child which has had a positive impact on the child's emotional health.

Outcome: [To improve communication and language for some of our disadvantaged learners.](#)

- Tuesday sessions with SALT worker has improved the communication and language for some eligible children from Nursery to Year 5.

Outcome: To provide disadvantaged learners and their families support with homework tasks and home reading support

- Some eligible children attend the Homework after school club free of charge.
- Family Maths Learning workshops held in the Autumn term were well attended by parents. Additional support provided to eligible families, where applicable, to reassure parents and increase confidence when supporting their child with homework tasks.
- Family Learning Sessions occurred in January to support parents of children in Years 1/2 with Phonics/Key Stage One SATS as well as children in Year 6 with Key Stage Two SATS.

Outcome: To increase the attendance rates for some disadvantaged learners.

- Discussions with eligible families about their child's attendance and the positive impact on their child's education.
- Involvement with the Attendance and Inclusion Officer or advice to support families where child's attendance has fallen into a persistent absentee category.
- Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have supported families in ensuring their child's attendance remains within the national average. This has applied to some eligible children.

Outcome: All children (including disadvantaged) have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.

- School subsidises the cost of trips and programmes as well as other extra-curricular activities (such as musical tuition) to ensure that all children are provided with equal wider learning opportunities.

Spring 2019 Summary:

Outcome: For all disadvantaged pupils to achieve the expected standard and for all disadvantaged children to be provided with learning tasks which challenge them and enable them to make better than expected progress.

Early Years (3 chn eligible for FSM/ Ever 6)

- 67% of children working within the expected grading (age related expectations) – Personal Social and Emotional
- 67% of children working within the expected grading (age related expectations) – Communication and Language
- 67% of children working within the expected grading (age related expectations) – Physical Development
- 67% of children working within the expected grading (age related expectations) – Literacy

- 67% of children working within the expected grading (age related expectations) – Mathematics
- 67% of children working within the expected grading (age related expectations) – Understanding of the World
- 67% of children working within the expected grading (age related expectations) – Personal Social and Emotional

Years 1-6 (based on Spring term 2019 attainment data) -19 chn eligible for FSM/Ever 6

- 76% of children working at the expected standard in Reading, 24% working at a greater depth standard (an increase on Autumn's data for GDS pupils)
- 61% of children working at the expected standard in Writing, 0% working at a greater depth standard (a decrease on Autumn's data at EXS and GDS)
- 65% of children working at the expected standard in Maths, 12% working at a greater depth standard (an increase on Autumn's data for GDS pupils)
- 71% of children working at the expected standard in EGPS, 6% working at a greater depth standard (a decrease on Autumn's data for EXS)

Outcome: For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers

- Counselling organised through our CoL has started, targeting one child who is eligible for pupil premium finance.
- Relax Kids and Mindful activities delivered by Live Well North East, occurred during the Spring term. This was well-received by children and appeared to have a calming impact on those families requiring support.
- Support for families put in place with external services following referrals to the Early Help Team- positive impact on targeted children.

Outcome: To improve communication and language for some of our disadvantaged learners.

- Tuesday sessions with SALT worker has improved the communication and language for some eligible children from Nursery to Year 5.

Outcome: To provide disadvantaged learners and their families support with homework tasks and home reading support

- Some eligible children attend the Homework after school club free of charge.

Outcome: To increase the attendance rates for some disadvantaged learners.

- Discussions with eligible families about their child's attendance and the positive impact on their child's education.
- Assisting eligible families with extended hours child care provision (to support a positive attendance at school)
- Involvement with the Attendance and Inclusion Officer or advice to support families where child's attendance has fallen into a persistent absentee category.
- Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have supported families in ensuring their child's attendance remains within the national average. This has applied to some eligible children.

Outcome: All children (including disadvantaged) have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.

- School continues to subsidise the cost of trips and programmes as well as other extra-curricular activities (such as musical tuition) to ensure that all children are provided with equal wider learning opportunities. This included the Spring term trip to Gibside (Y4) and payments for London trip (Y6).

Summer 2019 Summary:

Outcome: For all disadvantaged pupils to achieve the expected standard and for all disadvantaged children to be provided with learning tasks which challenge them and enable them to make better than expected progress.

Early Years (3 chn eligible for FSM/ Ever 6)

- 67% of children working within the expected grading (age related expectations) – Reading
- 67% of children working within the expected grading (age related expectations) – Writing
- 67% of children working within the expected grading (age related expectations) – Numbers
- 67% of children working within the expected grading (age related expectations) – Shape, Space and Measure
- 67% of children working within the expected grading (age related expectations) – Listening and Attention
- 67% of children working within the expected grading (age related expectations) – Understanding
- 67% of children working within the expected grading (age related expectations) – Speaking

Years 1-6 (based on Spring term 2019 attainment data) -19 chn eligible for FSM/Ever 6

- 82% of children working at the expected standard in Reading, 24% working at a greater depth standard (an increase on Spring's data of 76% at EXS)
- 61% of children working at the expected standard in Writing, 6% working at a greater depth standard (an increase on Spring's data of 77% at EXS and one pupil(6%) at GDS)
- 76% of children working at the expected standard in Maths, 6% working at a greater depth standard (an increase on Spring's data of 65%, but one pupil less working at greater depth)
- 77% of children working at the expected standard in EGPS, 6% working at a greater depth standard (an increase on Spring's data of 71% at EXS and equal to for GDS)

Outcome: For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers

- Counselling organised through our CoL occurred, targeting one child who is eligible for pupil premium finance. Such services provided some support for their personal development.
- Relax Kids and Mindful activities delivered by Live Well North East, occurred during the Spring term as well as some 1-1 sessions for targeted children during the Summer term. This was well-received by children and appeared to have a calming impact on those families requiring support. As a result, Relax Kids shall be delivering sessions for the whole year during 2019-2020, using Sport Premium Funding to finance.
- Support for families put in place with external services following referrals to the Early Help Team- positive impact on targeted children.

Outcome: To improve communication and language for some of our disadvantaged learners.

- Tuesday sessions with SALT worker has improved the communication and language for some eligible children from Nursery to Year 5. This service shall continue during 2019-2020 as the speech and language difficulties have been identified in some of our younger children.

Outcome: To provide disadvantaged learners and their families support with homework tasks and home reading support

- Some eligible children attend the Homework after school club free of charge.
- Support for parents is also provided when families are struggling with supporting their children at home.

Outcome: To increase the attendance rates for some disadvantaged learners.

- Discussions with eligible families about their child's attendance and the positive impact on their child's education.
- Assisting eligible families with extended hours child care provision (to support a positive attendance at school)
- Involvement with the Attendance and Inclusion Officer or advice to support families where child's attendance has fallen into a persistent absentee category.
- Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have supported families in ensuring their child's attendance remains within the national average. This has applied to some eligible children.

Outcome: All children (including disadvantaged) have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.

- School subsidised trips to London for some eligible Year 6 children as well as day trips for other year groups to North Eastern locations.
- School also covers the cost of music tuition for some eligible children.

Review Date:	To be reviewed each term and the strategy fully evaluated by September 2019
Written by:	Miss C Harper (head teacher)