



St Benet's RC Primary School, Ouston

Pupil Premium Strategy Statement

2019 – 2020

Rationale

There are 237 children on roll at St Benet's, with only 8% 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%. One of the main targets for pupil premium finance in 2019-2020 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. We also place a great deal of importance on a positive well-being for all and some of the funding shall also be used to provide emotional support. This may be through group work, 1-1 support or whole class sessions and/or resources.

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
20	Per Pupil £1,320 8	Per Pupil £1,320 8	Per Pupil £2,300 3	Per Pupil £300 1



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
0	Hourly Rate £0.53 0	Hourly Rate £0.53 0	Hourly Rate £0.53 0	Hourly Rate £0.53 £320

Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	20	Number of Pupils Eligible	20
Total Pupil Premium Budget	£33,220 (including children who accessed Summer term 2019 funding)	% of Pupils Eligible	8%



		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 and higher standard	To minimise the gap between disadvantaged children and their peers working at the expected and greater depth standards.
	B	Few disadvantaged children struggle to remember key learning facts which increases their barriers to learning	To ensure that disadvantaged children are provided with learning tasks which enable them to recall and revisit their learning.
	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
To minimise the gap between disadvantaged children and their peers working at the expected and greater depth standards.	Pupils who are working below the expected standard will be given specific interventions to support their individual needs. Likewise, children who have potential to reach the higher standards shall be challenged accordingly.	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 majority of interventions and additional support in school, with the guide of a teacher. Funding is therefore used to supplement salaries of 1.5 teaching assistants (£29,070)
To ensure that disadvantaged children are provided with learning tasks which enable them to recall and revisit their learning.	Pupils are provided with tasks which enable them to consolidate their learning and aid memory recall. Verbal feedback is used more frequently to assist recall.	Evidence (EEF) consistently shows the positive impact that targeted academic support and verbal feedback 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 (£29,070)
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 as well as Relax Kids private sessions, some mental health first aider support or encouraged to attend our after school Mindfulness 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 £2000 allocated from school budget for resources such as Relax Kids trainers, cost of Mental Health First Aider Training as well as physical resources.



<p>To improve communication and language for some of our disadvantaged learners.</p>	<p>SLA contract with Mrs Hepple, SALT Worker, who supports children in school weekly</p>	<p>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.</p>	<p>£35 per hour £35 x 10 weeks per term x 3 terms = £1,050 total</p>
<p>To provide disadvantaged learners and their families with support with homework tasks and home reading support</p>	<p>Promote after school Homework club to eligible children (free of charge). Encourage parents to attend family learning sessions held in school, when applicable.</p>	<p>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.</p>	<p>Cost of children having a place at the homework club provided in school £500 approximately</p> <p>Photocopied resources for family learning sessions</p> <p>Supply cover for teacher delivering family learning session</p>
<p>To increase the attendance rates for some disadvantaged learners.</p>	<p>Working closely with parents to increase attendance rates for specific children</p>	<p>EEF evidence indicates that wider strategies shall lead to success in school, including attendance, behaviour and social and emotional support. Children's attendance rates</p>	<p>Reward incentives for 'an improved attendance rate in school' as well as the existing 100% attendance awards £100 of school budget set aside</p>
<p>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.</p>	<p>Providing children with the opportunity to attend trips by subsidising the costs of the programmes</p>	<p>EEF evidence indicates that wider strategies shall lead to success in school, including attendance, behaviour and social and emotional support.</p>	<p>£500 set aside for subsidising school trips</p>



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.	£29,070
C	For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers.	£2000
D	To improve communication and language for some of our disadvantaged learners.	£1,050
E	To provide disadvantaged learners and their families with 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		£33,220.00



Pupil Premium Monitoring and Governance 2019/2020

Monitoring The Effectiveness & Impact of Pupil Premium Performance – **Review September 2020**

Pupil Premium Committee Members – **Curriculum committee members**

Pupil Premium/Curriculum Committee Meeting

Autumn Review:
**29-01-2020 Curriculum
Committee Meeting**

Spring Review:

Summer Review:

Autumn Summary:

Our school numbers have risen to 242 pupils since September 2019 when the strategy was written (when only 237 children on roll). Four children started Nursery in January 2020 and an additional pupil in Years 1-6.

Outcome: To minimise the gap between disadvantaged children and their peers working at the expected and greater depth standards.

Early Years- 100% of children in Reception working at age related expectations in reading and writing.

Years 1-6 (based on Autumn term 2019 attainment data)

- 84% of children working at the expected standard in Reading, 6% working at a greater depth standard.
- 76% of children working at the expected standard in Writing, 0% working at a greater depth standard.
- 77% of children working at the expected standard in Maths, 12% working at a greater depth standard.
- 76% of children working at the expected standard in EGPS, 0% working at a greater depth standard.

Outcome: To ensure that disadvantaged children are provided with learning tasks which enable them to recall and revisit their learning.

- Interventions provided during Wows and Wobbles feedback sessions provide opportunities for children to recall and revisit their learning. Targeted children involved work with teachers and teaching assistants to encourage additional learning concepts.

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

- Five children eligible for pupil premium funding accessing some emotional support in school through Drawing and Talking Therapies, Zippy's Friends or Therapeutic Writing. Additional external support in place for other children which is having a positive impact on emotions and SEMH as a whole.



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 2.

Outcome: To provide disadvantaged learners and their families with support with homework tasks and home reading support (eg: family learning sessions, free homework club participation).

- No interest in homework after school club by children this year. Therefore, this offer has been altered to include support for children to attend additional extracurricular provision including mindfulness club, painting club, change 4life club. Again, some eligible children attend free of charge.
- Family Maths Learning workshop upcoming in the Spring Term- tailored for Reception to Year 2 parents- encouragement to be provided for those eligible families to attend, which would impact on the Reading provision and frequency that children access 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.
- Involvement with the Attendance and Inclusion Officer or advice to support families where child's attendance has fallen into a persistent absentee category.
- Governors included in the decision to alter current holiday authorisation system in place, which would encourage more families to ensure child's unauthorised absences were less.

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 Summary:

Due to the Covid-19 pandemic which saw schools close on Friday 20th March, this has been paused and will resume in the next academic year.

Summer Summary:

Due to the Covid-19 pandemic which saw schools close on Friday 20th March, this has been paused and will resume in the next academic year.