



St Benet's Catholic Primary School Pupil Premium Strategy Statement 2021/22

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 Benet's Catholic Primary School, Ouston
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Catherine Young
Pupil premium lead	Head teacher
Governor lead	Sam Elkington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,520
Recovery premium funding allocation this academic year	£ 2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 30,275

Part A: Pupil premium strategy plan

Statement of intent

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 of 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.
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium are performing lower than their peers at the expected and higher standard.
2	Few disadvantaged children struggle to remember the key learning facts which increases their barriers to learning.
3	Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations and communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
4	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.
6	Some of our families cannot afford to send their children on school excursions and residential programmes.

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
Pupils who are eligible for Pupil Premium are performing lower than their peers at the expected and higher standard.	Increased proportions of pupils will reach ARE in English and Maths across the school, as well as children achieving the higher standard in Year 6.
Few disadvantaged children struggle to remember the key learning facts which increases their barriers to learning.	Lesson observations will demonstrate pupils' positive attitudes to learning and children will be able to recall the knowledge from prior learning.
Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations and communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.	Communication and language for some of our disadvantaged learners in the Early Years improves, which has a positive impact on their reading, writing and learning as a whole.
Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in the Summer term 2021.
Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.	% of persistent absentees is in line with National Average. There are increased attendance rates for Pupil Premium children.
Some of our families cannot afford to send their children on school excursions and residential programmes.	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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to complete training in mindfulness, emotional literacy and self-regulation approaches.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Emotional Literacy and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>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>	2
<p>All staff to access up to date Read, Write, Inc training to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p>	4

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to deliver catch-up support in English and Maths across the school.	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.	1
A teacher to be employed to deliver daily Catch up sessions for one day a week with our Y6 pupils	In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.	2
Speech and Language worker delivering weekly sessions to children in the Early Years, identified as requiring some additional support.	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3

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

Budgeted cost: £ 2,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff around de-escalation techniques, supporting children with challenging behaviour	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.	2, 3, 5
Providing children with the opportunity to attend trips by subsidising the costs	EEF evidence indicates that wider strategies shall lead to success in school, including attendance, behaviour and social and emotional support.	6

of the programmes (either at whole class or for individual circumstances)		
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Total budgeted cost: £ 30,275

Further Information

- Those children eligible for pupil premium also benefit from previous pupil premium spending such as:
 - Drawing and Talking therapy (an intervention aimed at supporting children’s emotional and learning needs).
 - The use of our remote learning platform, DB Primary, which is still used across the school for the support of spellings, non-fiction resources and support for those struggling to access the curriculum when not in school.

- In addition, we also support those families where children have poor attendance through regular meetings and conversations using the expert help from external bodies in our local authority, such as Attendance and Inclusion officers or The One Point hub,