



St Benet's RC Primary School, Ouston

Pupil Premium Strategy Statement

2020-2021 – Review September 2021 – Evaluation

Rationale

There are 235 children (updated June 2021) on roll at St Benet's, with only 9% 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%. Due to the covid-19 pandemic last academic year, the targets from 2019/2020 have been carried over into 2020-2021 in collaboration with the catch up premium strategy.

One of the main targets for pupil premium finance in 2020-2021 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 £1,345 6	Per Pupil £1,345 9	Per Pupil £2,345 4	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
1	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)	21	Number of Pupils Eligible	21
Total Pupil Premium Budget	£28,865	% of Pupils Eligible	9%



		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 (£24,715)
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 (£24,715)
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 (when can safely resume)	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 lunchtime and after school Homework club to eligible children (free of charge, when can safely resume). 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.	£24,715
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		£28,865



Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

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

Pupil Premium/Curriculum Committee Meeting

Autumn Review:
January 2021

Spring Review:
May 2021

Summer Review:

Autumn Summary:

Our school numbers have risen to 231 pupils since September 2020 when the strategy was written (when only 226 children on roll). Four children started Nursery in January 2021.

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 PP Data(based on Autumn term 2020 attainment data)

- 53% of children working at the expected standard in Reading, 0% working at a greater depth standard.
- 53% of children working at the expected standard in Writing, 6% working at a greater depth standard (1 child)
- 41% of children working at the expected standard in Maths, 6% working at a greater depth standard.
- 36% of children working at the expected standard in EGPS, 0% working at a greater depth standard.

Results are lower due to the impact of the pandemic and gaps have got wider for some children.

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.

- Sadly, due to the Covid restrictions, the SALT sessions for groups of eligible children have not yet started. One child eligible for PP has received some SALT support following a school referral.

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).

- Homework and after school clubs limited this term due to Covid restrictions, yet children have had additional support for homework from teaching assistants in school
- Home reading support – a governor volunteer has been reading with eligible children as often as possible, particularly those who don't read frequently at home

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

- Attendance for all groups of children has been good this term. When a family is identified with poor attendance, initial conversations between school and parents have occurred which has had a positive impact on attendance.

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.

- Trips are not occurring at the current time but in the subsequent terms, the 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:

Our school numbers have risen to 235 pupils since September 2020 when the strategy was written (when only 226 children on roll). One additional child joined in April 2021. Three additional pupils joined the school in Y3 and Reception.

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 PP Data(based on Summer Term 2021 attainment data)

- 59% of children working at the expected standard in Reading, 6% working at a greater depth standard (1 child)
- 53% of children working at the expected standard in Writing, 6% working at a greater depth standard (1 child) – same as autumn term
- 41% of children working at the expected standard in Maths, 6% working at a greater depth standard – same as autumn term
- 53% of children working at the expected standard in EGPS, 0% working at a greater depth standard.

Results are similar between the Spring and Summer term. Very few children eligible for PP 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.

- SALT sessions have begun on Monday afternoons for some eligible children and others requiring support within class bubbles.

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).

- After school clubs have resumed and are free of charge to eligible children.



- Home reading support – a governor volunteer has been reading with eligible children as often as possible, particularly those who don't read frequently at home

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

- Attendance for all groups of children has been good this term. When a family is identified with poor attendance, initial conversations between school and parents have occurred which has had a positive impact on attendance.
- Discussions with the Attendance and Inclusion Team have supported the next steps for a family.

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.

- Trips are planned for the summer term and the 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.

Summer Summary:

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 PP Data(based on Summer Term 2021 attainment data)

- 66% of children working at the expected standard in Reading, 10% working at a greater depth standard (2 children)
- 51% of children working at the expected standard in Writing, 6% working at a greater depth standard (1 child) – same as autumn term
- 51% of children working at the expected standard in Maths, 6% working at a greater depth standard – same as autumn term
- 51% of children working at the expected standard in EGPS, 6% working at a greater depth standard.

Results are similar between the Spring and Summer term. Very few children eligible for PP working at a greater depth standard.

Results show an increase in spelling between the Autumn and Spring term and are slightly better for Reading. Very few children eligible for PP 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.

- Children have been provided with additional resources, support from the class teacher/ teaching assistant to support them in recalling their learning. Due to schools being closed for most of the Spring term, children were home learning during this time. Most of our disadvantaged children were engaged in the remote learning tasks and where they weren't, they were encouraged to attend school where support from staff could assist the children with their learning.

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

- Emotional support consisted of interventions lead by support staff in school such as Drawing and Talking therapy, Zippy's Friends as well as other friendship bubble interventions. One child eligible for pupil premium was also provided with some support from the Emotional Well-being Team (EWEL Team).

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

- SALT sessions started again for children in Reception and Nursery within their class bubbles. Children were placed in groups for either pronunciation and/or understanding of language. Some children in these intervention groups will require additional support as they progress into Year 1 or Reception.

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).

- After school clubs have resumed and are free of charge to eligible children.
- Home reading support – a governor volunteer has been reading with eligible children as often as possible, particularly those who don't read frequently at home

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

- Attendance for all groups of children has been good this term. One eligible family has been working with the school and attendance targets have been set due to frequent absences for the child.



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.

- Summer term trips took place in every class and where necessary, the cost of the trip was subsidised for eligible children/families.
- One child took up the offer of private music tuition and the school subsidised this cost.

Overall Summary:

- Due to the disruption to school life this academic year, we have not seen as much progress in learning for those children who are eligible for pupil premium finance.
- However, children were supported greatly with their school work during the home learning period. Some eligible children attended school and received some tailored support from school staff. Other children who regularly engaged at home benefited from additional welfare calls focusing on their academic progress as well as offering emotional support, where needed.
- School trips and extra-curricular activities greatly benefited some eligible children ensuring that they enjoyed the wider learning opportunities that were on offer during 2020-2021.
- Attendance for this group of children during 2020-2021 was 95.35%. This includes three children who were classed as persistent absentees, but it does also include three children who had 100% attendance during the year.