



St Benet's Catholic Primary School

Pupil Premium Strategy Statement: 2022 - 2023



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 for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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
Number of pupils in school	£27, 964
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Monica Kelsey
Pupil premium lead	David Miller
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 964
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30, 719

Part A: Pupil Premium Strategy Plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2022-2023 states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable
- purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At St Benet's 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.

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.

Demography and school context

- St Benet's is an average sized Catholic primary school situated in Ouston near Chester-le-Street in County Durham.
- We serve a community with a mix of socio-economic circumstances.
- Our deprivation indicator is in line with the national average (quintile 3). IDSR Data – 12th November 2021.
- The proportion of pupils known to be eligible for free school meals is well below the average.
- The percentage of pupils from ethnic minority backgrounds is lower than the national average as is the proportion of pupils with learning and/or disabilities.
- The majority of our pupils come from Ouston itself or Pelton. However, we also draw from Chester-le-street, Stanley and occasionally from Kibblesworth.
- School mobility and transience remains low.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for selected activities, educational visits and residentials thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.

- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Benet's values and thus enhance learning.

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. • Engagement of "hard-to-reach" families - mitigated by the designation of SENDco to drive & direct targeted pastoral support & assist where necessary.
2	Progress in Maths weaker than non-disadvantaged pupils nationally.
3	Progress in Reading weaker than non-disadvantaged pupils nationally.
4	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.
5	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.
6	Some of our families cannot afford to access the wider curricular offer and 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
To support families with home issues in order for children to have a smooth transition in school and to be ready to learn.	<ul style="list-style-type: none"> • Signposts are given to help parents/carers from SENDco. • 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. • 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.

	<ul style="list-style-type: none"> To have a restorative approach to behaviour to ensure time in the classroom is not disrupted.
An improved progress score in Mathematics in comparison to 2022 KS2 outcomes.	Exceed national average progress scores in KS2 Maths (0).
An improved progress score in Reading in comparison to 2022 KS2 outcomes.	Exceed national average progress scores in KS2 Reading (0).
Communication and language for our disadvantaged learners in the Early Years improves, which has a positive impact on their reading, writing and learning as a whole.	
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 literacy 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 AR level. Children are given opportunities to read often. Adults are modelling reading. Moderation of reading assessment across school. Where parents can't facilitate this a concrete plan in place to support these families/ children so they do not become disadvantaged and books for these pupils are deemed 'disposable assets'.
All disadvantaged pupils attend school trips and residential. Attendance registers for after school clubs 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Archimedes Maths hub & purchase necessary resources to further develop and embed Teaching for Mastery across all year groups,	DfE approved schemes supported by the regional Maths hub. EEF Toolkit: High impact for very low cost. Mastery learning +5 months	2

using the 'Power Maths' teaching scheme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Staff CPD	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant to support intervention and catch-up and to reduce cohort size in for English and Maths.	<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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</p> <p>Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</p>	1, 2 & 3
Buy and embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading</p>	3 & 5

tracking & improve reading for pleasure.	<p>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-reader-effectiveness-trial</p>	
Speech and Language worker delivering weekly sessions to children in the Early Years, identified as requiring some additional support.	<p>On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of the year.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	4

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

Budgeted cost: £

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</p>	6

	<p>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 punctuality for some pupils.</p> <p>Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools. DFE 2017</p>	
<p>A School Councillor to have specific time set aside to support children with challenging behaviour and emotional needs.</p>	<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/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2 & 3</p>
<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:</p> <p>https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment?mc_cid=075f30fc26&mc_eid=4421cdab48</p>	<p>6</p>
<p>An increasing percentage of our children have experienced bereavement and are suffering with emotional difficulties.</p> <p>To develop a bespoke area within each classroom to support children via a quiet, low</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/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>

stimulus environment, to prepare them for learning and regulate their emotions to enable the best learning outcomes.		
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Total budgeted cost: £ 30, 719

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes


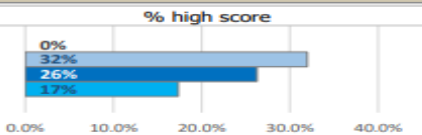
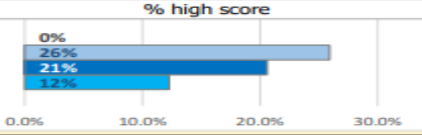
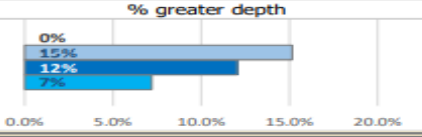
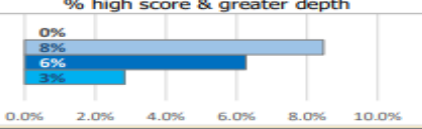
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)						
PERFORMANCE DATA Expected Standard		2022			KEY:	
		Boys	Girls	Total	School	TSDC Avg.
No. of pupils		15	16	31		
GPS* TEST	GPS eligible pupils	15	15	30		
	School	66.7%	73.3%	70.0%	75.0% 70.0% 65.0%	
	TSDC Avg.	70%	77%	73%	70% 73% 72%	
	NATIONAL 2022			72%		
READING TEST	Reading eligible pupils	15	15	30		
	School	66.7%	73.3%	70.0%	80.0% 70.0% 60.0%	
	TSDC Avg.	72%	81%	76%	70% 76% 74%	
	NATIONAL 2022			74%		
MATHS TEST	Maths eligible pupils	15	15	30		
	School	66.7%	53.3%	60.0%	100.0% 50.0% 0.0%	
	TSDC Avg.	74%	72%	73%	60% 73% 71%	
	NATIONAL 2022			71%		
WRITING TA	WritingTA eligible pupils	15	15	30		
	School	60.0%	81.3%	71.0%	72.0% 70.0% 68.0% 66.0%	
	TSDC Avg.	65%	78%	71%	71% 71% 69%	
	NATIONAL 2022			69%		
RWM** TEST (Reading / Maths) TA (Writing)	RWM eligible pupils	15	15	30		
	School	46.7%	46.7%	46.7%	100.0% 50.0% 0.0%	
	TSDC Avg.	57%	65%	61%	47% 61% 59%	
	NATIONAL 2022			59%		

Disadvantage Analysis (vs TSDC Average)						
Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)						
PERFORMANCE DATA Expected Standard		2022			THE SCHOOL DATA COMPANY	
		Boys	Girls	Total	School Disadvantaged against TSDC Avg.	
No. of pupils		15	16	31		
School Disadvantaged pupils characteristics:	Disadvantage	2	1	3		
	SEN	0	0	0		
	EAL	0	0	0		
	LAC	0	0	0		
GPS* TEST	School Dis	50.0%	100.0%	66.7%	% expected standard or high score	
	TSDC Avg. Other	78.1%	83.7%	80.8%	81% 67%	
	GAP School Dis vs TSDC Avg. Other	-28.1%	16.3%	-14.1%	73% 61%	
	TSDC Avg. All	69.5%	76.6%	73.0%		
	TSDC Avg. Dis	55.9%	65.9%	60.8%	0.0% 20.0% 40.0% 60.0% 80.0% 100.0%	
READING TEST	School Dis	0.0%	0.0%	0.0%	% expected standard or high score	
	TSDC Avg. Other	79.8%	86.9%	83.2%	0% 83% 76% 66%	
	GAP School Dis vs TSDC Avg. Other	-79.8%	-86.9%	-83.2%		
	TSDC Avg. All	72.2%	80.8%	76.4%		
	TSDC Avg. Dis	60.3%	71.4%	65.8%	0.0% 20.0% 40.0% 60.0% 80.0% 100.0%	
MATHS TEST	School Dis	0.0%	100.0%	33.3%	% expected standard or high score	
	TSDC Avg. Other	82.1%	79.5%	80.8%	81% 33%	
	GAP School Dis vs TSDC Avg. Other	-82.1%	20.5%	-47.5%	73% 61%	
	TSDC Avg. All	74.3%	72.2%	73.3%		
	TSDC Avg. Dis	61.8%	61.0%	61.4%	0.0% 20.0% 40.0% 60.0% 80.0% 100.0%	
WRITING TA	School Dis	50.0%	100.0%	66.7%	% expected standard or greater depth	
	TSDC Avg. Other	74.7%	85.2%	79.8%	80% 67%	
	GAP School Dis vs TSDC Avg. Other	-24.7%	14.8%	-13.1%	72% 59%	
	TSDC Avg. All	65.5%	78.2%	71.8%		
	TSDC Avg. Dis	50.8%	67.6%	59.2%	0.0% 20.0% 40.0% 60.0% 80.0% 100.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	0.0%	0.0%	0.0%	% expected standard or high score	
	TSDC Avg. Other	66.8%	73.5%	70.1%	0% 70% 61% 47%	
	GAP School Dis vs TSDC Avg. Other	-66.8%	-73.5%	-70.1%		
	TSDC Avg. All	56.8%	65.2%	60.9%		
	TSDC Avg. Dis	40.7%	52.5%	46.6%	0.0% 20.0% 40.0% 60.0% 80.0% 100.0%	

Disadvantage Analysis (vs TSDC Average)

Percentage of pupils achieving high scores / greater depth (110+ SATs or GDS Writing TA)

PERFORMANCE DATA High Standard		2022			 THE SCHOOL DATA COMPANY School Disadvantaged against TSDC Avg.
		Boys	Girls	Total	
No. of pupils		15	16	31	 <p>% high score</p> <p>0% 32% 26% 17%</p>
School Disadvantaged pupils characteristics:	Disadvantage	2	1	3	
	SEN	0	0	0	
	EAL	0	0	0	
	LAC	0	0	0	
GPS* TEST	School Dis	0.0%	0.0%	0.0%	
	TSDC Avg. Other	28.8%	35.3%	32.0%	
	GAP School Dis vs TSDC Avg. Other	-28.8%	-35.3%	-32.0%	
	TSDC Avg. All	23.2%	29.5%	26.2%	
	TSDC Avg. Dis	14.2%	20.5%	17.3%	
READING TEST	School Dis	0.0%	0.0%	0.0%	 <p>% high score</p> <p>0% 26% 21% 12%</p>
	TSDC Avg. Other	27.6%	37.3%	32.3%	
	GAP School Dis vs TSDC Avg. Other	-27.6%	-37.3%	-32.3%	
	TSDC Avg. All	22.1%	31.9%	26.9%	
	TSDC Avg. Dis	13.3%	23.5%	18.4%	
MATHS TEST	School Dis	0.0%	0.0%	0.0%	 <p>% greater depth</p> <p>0% 15% 12% 7%</p>
	TSDC Avg. Other	11.5%	19.0%	15.1%	
	GAP School Dis vs TSDC Avg. Other	-11.5%	-19.0%	-15.1%	
	TSDC Avg. All	8.9%	15.4%	12.0%	
	TSDC Avg. Dis	4.6%	9.8%	7.2%	
WRITING TA	School Dis	0.0%	0.0%	0.0%	 <p>% high score & greater depth</p> <p>0% 8% 6% 3%</p>
	TSDC Avg. Other	7.0%	10.0%	8.5%	
	GAP School Dis vs TSDC Avg. Other	-7.0%	-10.0%	-8.5%	
	TSDC Avg. All	5.2%	7.4%	6.3%	
	TSDC Avg. Dis	2.2%	3.4%	2.8%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	0.0%	0.0%	0.0%	
	TSDC Avg. Other	7.0%	10.0%	8.5%	
	GAP School Dis vs TSDC Avg. Other	-7.0%	-10.0%	-8.5%	
	TSDC Avg. All	5.2%	7.4%	6.3%	
	TSDC Avg. Dis	2.2%	3.4%	2.8%	

Internal school data for the end of 2021 – 2021 academic year

NOTE: Due performance measures for 2021-2022 do not have to be published on school website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia Learning Systems LLC
Times Table Rockstars	Maths Circle Ltd
IDL	IDLs Group
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

- 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).
- 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.