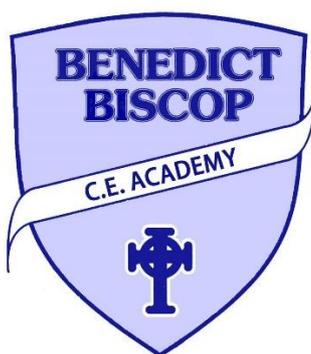


Benedict Biscop Pupil premium strategy statement



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	Benedict Biscop CE Academy
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11% [55% FSM, 29% Post Looked After/In care, 16% Service. 0% Ever 6]
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Armstrong Headteacher
Pupil premium lead	Kirsty Worth Inclusion Manager

Governor / Trustee lead	Graeme Musson Vulnerable Groups Link Governor
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,054
Recovery premium funding allocation this academic year	£2,923
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	£42,977

Part A: Pupil premium strategy plan

Statement of intent

'All things are possible'

We believe that each and every learner is completely unique and special to God and it is our role as a school, to enable them to flourish in their potential as a uniquely created and wonderfully made child of God. This means that by working together, we can create a unique, purposeful learning environment that enables children to achieve anything they put their mind too, no matter how impossible it may seem at first or what barriers appear to be in the way. We can teach children to overcome these challenges.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Benedict Biscop CE Academy, we consider the challenges faced by vulnerable pupils [Free School Meals, Ever 6, Looked after, Post looked after, Service children and young carers] and the key priorities for improvement, as identified through robust diagnostic assessment.

The activities we have outlined in this statement are also intended to support pupil needs, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High-quality teaching is at the heart of our approach. We want to ensure that all children have access to high quality teaching and that every teacher and teaching assistant is supported to continue to improve and develop. Supporting teacher development is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We aim to provide targeted academic support through specific interventions and also wider intervention strategies relating to non-academic barriers to success in school, including attendance, behavior and social and emotional support.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- implement strategies based on proven research and which are suitable to our context

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Narrowing the attainment gap in Reading:</u> Exit 2021 data indicates that biggest difference between class average attainment and pupil premium attainment is in Reading. Significant proportion of pupils within disadvantaged group identified within the bottom 20% of class achievement within each cohort across the school. Ongoing formative assessments have identified specific gaps in phonetic knowledge from previous year group curriculums. Research indicates that Reading ability is a barrier to accessing the wider curriculum [including Mathematics]. On-entry assessment 2021 indicating varying reading needs e.g. phonic awareness, language understanding.</p>
2	<p><u>Consistency and staff expertise in delivery of Early Reading:</u> Despite high standards in teaching and learning, observations of teaching practice and staff audits have identified a range of subject knowledge and expertise across current staffing. Changes to staffing and staffing structure [i.e. increase in new staffing with increase in PAN] have also impacted on consistency in delivery.</p>
3	<p><u>Ensuring appropriately matched reading books to phonic ability:</u> School historically followed Letters and Sounds programme for Phonics sequence of learning. Despite consistent high achievement in Reading, this is not a full systematic synthetic DFE validated programme and school were having to supplement from different reading schemes, therefore potential that books were not fully matched to pupil stages of development.</p>

4	<p><u>Engagement in learning:</u> Nearly 20% of the pupil premium group have significant SEND needs. Nearly 30% pupils have experienced adverse childhood experiences. Observations of learning behaviours and discussions with pupils have identified specific social and emotional needs, impacting upon behaviours for learning within sessions. It has been observed through Joint Practice Development observations, that these needs can manifest in learning behaviours e.g. attention seeking, lack of concentration, difficulty to motivate and engage purposefully within lessons.</p>
5	<p><u>Attendance:</u> Whole school average attendance for last academic year identified as 97.7%. All identified vulnerable groups in school, with the exception of pupil premium, are in line with whole school average. Disadvantaged group attendance is significantly lower at 95.7%. Further analysis of absence has identified a trend linked to pupil address and proximity to the school. Generally, attendance is linked to sickness and not unauthorised holiday absence.</p>

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
<ul style="list-style-type: none"> • Improved Phonic knowledge among disadvantaged pupils • Attainment gap narrowed between disadvantaged pupils and age-related expectations in both Phonics and Reading. • Improved delivery of Phonics teaching and interventions • Improved delivery of Reading teaching and interventions 	<ul style="list-style-type: none"> • Improved staff subject knowledge – identified through Little Wandle Revised Letters and Sounds audit [following successful completion of initial training and follow-up personalised professional development]. • Targeted coaching and mentoring from English and Reading lead resulting in consistency and fidelity in delivery of early reading teaching [evident through school monitoring procedures i.e. observations, book looks]. • All pupils in EYFS and Year 1 taught Little Wandle Revised Letters and

	<p>Sounds Systematic Synthetic Phonics Programme on daily basis.</p> <ul style="list-style-type: none"> • New reading scheme introduced [both paper-based books and electronic system] resulting in high level of home reading. • Positive feedback from parents regarding parental support workshops and new scheme [questionnaire feedback]. • Early identification of intervention needs, resulting in immediate keep-up and catch-up interventions. • Assessments and observations indicate improved phonic awareness – as evidenced through Little Wandle Phonic Assessments. • Termly formative assessments show at least expected progress towards FFT5 targets in Reading. • End of year reading assessments [including statutory validated] identify a narrowing of the gap between non-disadvantaged and disadvantaged/greater proportion of disadvantaged meeting age related expectations. • 100% of disadvantaged pupils pass Year 1 phonics check 2022.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from demonstrated through:</p> <ul style="list-style-type: none"> • qualitative data from student voice e.g. student and parent surveys, pupil interviews • positive observations of pupil behaviour • specific case studies linked to pupil and parental feedback from pastoral support e.g. linked to Room to talk access. • Increased engagement in extra-curricular activities for disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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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: we recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £20,054.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of a DfE validated Systematic Synthetic Phonics programme [SSP] to secure stronger phonics and early reading teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Professional development for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Research shows that implementation is a key aspect of what schools do to improve. In order to have the greatest impact and improve the quality of teaching, careful planning and support time has been consider to ensure effective implementation of the new SSP programme through sustained</p>	<p>1, 2</p>

Dedicated leadership time to monitor implementation and support staff to improve delivery.	professional development opportunities. EEF Effective Professional Development EEF Guide to Implementation	
Use of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2

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

Budgeted cost: we recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £12,923.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1

<p>Engaging with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils [through Lexia Core 5]</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Lexia Core5 has been shown to increase rates of progress within reading as supported by EEF research.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: we recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £10,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and sensory related approaches to regulate sensory behaviours.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Dedicated pastoral support time with trained Place2Be mental health worker through access to Room to Talk.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Social and Emotional Learning guidance</p>	<p>4, 5</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for identified staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
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Total budgeted cost: £ 42,977

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 2020 to 2021 academic year.

As a result of COVID-19, all children have lost significant amounts of time in school, and learning, across two consecutive academic years. It is not a requirement for primary children to be tested and therefore, the results included in this report are based on teacher assessment.

EYFS:

	ELG1	ELG2	ELG3	ELG4	ELG5	ELG6
	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self confidence
% PP meeting expected standard	100%	100%	100%	100%	100%	100%

	ELG7	ELG8	ELG9	ELG10	ELG11	ELG12
	Managing feelings	Relationships	Reading	Writing	Number	Shape
% PP meeting expected standard	100%	100%	100%	100%	100%	100%

KS1:

	% Pupil premium at expected standard
Reading	100%
Writing	100%
Mathematics	100%

Year 2 Phonics Screen Autumn 2021: 100% met the expected standard

KS2:

	% Pupil premium at expected standard

Reading	67%
Writing	83%
Mathematics	83%

99% pupils said they liked being at school.
100% pupil said they feel safe at school.

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 Core5	Lexia UK