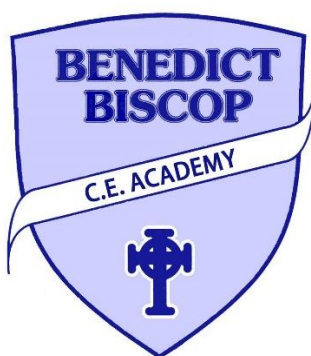


Benedict Biscop Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	290
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Armstrong Headteacher
Pupil premium lead	Kirsty Worth Inclusion Manager
Governor / Trustee lead	Graeme Musson Vulnerable Groups Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,115
Recovery premium funding allocation this academic year	£3,190
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	£40,305

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 gap in Mathematics:</u></p> <p>On entry data (Autumn 2022) indicates that attainment in Mathematics is lower than in other subjects. Exit data from KS2 in Summer 2021 was lower than for other classes. 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 mathematical fluency and recall of number facts for pupil premium children. Data also indicates a focus upon place value.</p>
2	<p><u>Reading attainment and progress, with a focus upon Early Reading:</u></p> <p>Whilst the focus on reading and its interventions were successful last academic year and targeted children made progress, a majority of pupil premium pupils are identified within the bottom 20% of cohorts when on entry (Autumn 2022) data is analysed. Despite high standards in teaching and learning, recent observations of teaching practice and staff audits have identified a wide 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. As new staff join our setting, we must ensure they receive CPD on the Little Wandle programme. We are also keen to continue to upskill TAs who have recently moved into Key Stage One.</p>
3	<p><u>Attendance:</u></p> <p>In 2021-22, attendance was a focus and the whole school average attendance for last academic year identified as 95%. Pupil premium children were in-line with this average, historically, they have been below the whole school average. Therefore targeted attendance will continue to be a focus to ensure this group continue to be in line with whole school.</p>

	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.
4	<p><u>Continue to develop Capital Culture</u></p> <p>Some of our pupil premium children have limited life experiences due to a wide range of factors. As capital culture directly correlates with in-school achievement, social development, accessing higher education and being successful in a chosen career, it is important to ensure our pupil premium pupils have access to a range of experiences they may not have had for example, visits and visitors, access to extra-curricular clubs and the opportunity to develop skills and knowledge in areas they previously may not have had the opportunity to.</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"> • Attainment gap narrowed between disadvantaged pupils and age-related expectations in Mathematics • Improved delivery of Maths interventions • Improvement in mathematical fluency for pupil premium children • Problem solving improves as school develops metacognitive strategies across classes 	<ul style="list-style-type: none"> • Early identification of intervention needs, resulting in immediate, appropriate interventions. • Embedded NCETM Maths programme in KS1 and EYFS has impact upon outcomes • EYFS Maths working party disseminates information to staff to upskill. • In school Maths intervention and booster clubs have an impact upon pupil outcomes. • Metacognitive strategies are developed across school, as part of whole trust focus, and has impact upon maths attainment (EEF) • Pupils are able to articulate and have ownership of their own learning as they develop key metacognitive strategies • Assessments and observations indicate improved fluency.

	<ul style="list-style-type: none"> • Coaching and mentoring of identified staff resulting in consistency and fidelity in delivery of early reading teaching [evident through school monitoring procedures i.e. observations, book looks]. • Termly assessments show at least expected progress towards FFT5 targets in Maths • 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 4 multiplication check •
<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 – with a focus on staff new to KS1 • Improved delivery of Reading teaching and interventions 	<ul style="list-style-type: none"> • Improved staff subject knowledge – identified through monitoring procedures in school and shown in summative phonics data – e.g. phonics screen pass rate, reading assessment • 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 Sounds Systematic Synthetic Phonics Programme on daily basis with fidelity. • Home reading is accessed by all pupils using new e-books/paper based books, these are matched to phonics ability. • 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.

	<ul style="list-style-type: none"> • 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 2023.
To provide cultural capital opportunities to our most disadvantaged pupils; to improve in-school achievement, social and cultural understanding and raising aspirations.	<p>Increased opportunity to develop cultural capital demonstrated through:</p> <ul style="list-style-type: none"> • Proportion of PP pupils participating in funded extracurricular clubs increases • Proportion of PP pupils participating in instrumental lessons increases • specific case studies linked to pupils show impact of increased cultural capital. • Increased opportunity for visits and visitors in school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils so they are in line with school average, mirroring 2021/22.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance continues to be priority and focus in school through sustained weekly monitoring exercises and phone calls/face to face meetings take place based on this. Families are aware of the impact of low attendance and are deterred from taking pupils out of school – attendance increases. • the overall absence rate for all pupils being no more than 5%. • 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.

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 £18558.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Little Wandle Letters and Sounds to secure stronger phonics and early reading teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Teaching practice is shaped and developed to include the implementation of metacognitive strategies to improve mathematical outcomes	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. EEF Metacognition and Self-Regulated Learning Guidance Report	1
Professional development for staff to ensure assessments are interpreted and administered correctly. Dedicated leadership time to monitor implementation and support staff to improve delivery.	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 considered to ensure effective implementation of the new SSP programme through sustained professional development opportunities. EEF Effective Professional Development EEF Guide to Implementation	1, 2

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
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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 £12,468.

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	2
Interventions, 1-1 support in place for pupils who require this in mathematics	In EYFS and KS1, some children will need targeted small-group or one-to-one support and attention to continue to make progress in mathematics. This is especially the case in this phase as children enter with a wide range of prior experiences of mathematics. Improving Mathematics in EYFS and KS1 EEF Guidance Report	1

	<p>High-quality, structured intervention may be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. The easiest way to identify high-quality interventions is to look for those that have been rigorously evaluated and have had a positive impact on pupil outcomes.</p> <p>Improving Mathematics in KS2 EEF Guidance Report</p>	
<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>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>	1, 2

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 £9279.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Funded extracurricular clubs and instrumental music lessons.	Arts participation can have a positive impact in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips. Arts Participation EEF	4
Dedicated pastoral support time with trained Place2Be mental health worker through access to Room to Talk.	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	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for identified staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £ 40,305

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.

EYFS [3 pupils]:

	ELG1	ELG2	ELG3	ELG4	ELG5	ELG6
	Listening, attention, understanding	Speaking	Self-regulation	Managing self	Building relationships	Gross motor skills
% PP meeting expected standard	60%	60%	60%	60%	80%	100%

	ELG7	ELG8	ELG9	ELG10	ELG11	ELG12
	Fine motor skills	Comprehension	Word reading	Writing	Number	Numerical pattern
% PP meeting expected standard	80%	60%	60%	60%	60%	60%

End of KS1 [3 pupils]:

	% Pupil premium at expected standard
Reading	33%
Writing	33%
Mathematics	66%

Year 1 Phonics Screen Summer Term 2022: 100% met the expected standard

End of KS2 [4 pupils]:

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

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