

# 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	303
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Armstrong Headteacher
Pupil premium lead	Kirsty Worth Inclusion Manager

Link Governor	Graeme Musson SEND and Vulnerable Groups Link Governor
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,421
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,421

# 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 and through God, 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.

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>Reading attainment and progress, with a focus upon Early Reading:</u></p> <p>A majority of pupil premium pupils are identified within the bottom 20% of cohorts when end of year data is analysed. Where below age-related standards in reading are identified, this is usually consistent with low attainment within other core subjects.</p> <p>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 Early Years and Key Stage One.</p>
2	<p><u>Attendance:</u></p> <p>In 2022-23, attendance was a focus for school improvement and use of pupil premium funding. With this targeted support, school were able to raise attendance of the pupil premium vulnerable group to in line with whole school average attendance [96.6%]. Without this targeted support, historic pupil premium attendance has fallen below whole school average. Last academic year school saw fewer pupil premium pupils called as persistently absent; however a number of pupils still fall within the 90-95% category. Generally, attendance is linked to sickness and not unauthorised holiday absence.</p>
3	<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. Recent poverty proofing exercises completed have identified that several of our families are struggling with greater financial pressures and if not supported would not be able to access activities. 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</p>

	and the opportunity to develop skills and knowledge in areas they previously may not have had the opportunity to.
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## 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"> <li>• Improved Phonic knowledge among disadvantaged pupils</li> <li>• Attainment gap narrowed between disadvantaged pupils and age-related expectations in both Phonics and Reading.</li> <li>• Improved delivery of Phonics teaching and interventions – with a focus on staff new to KS1</li> <li>• Improved delivery of Reading teaching and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Improved staff subject knowledge – identified through monitoring procedures in school and shown in summative phonics data – e.g. phonics screen pass rate, reading assessment</li> <li>• 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].</li> <li>• All pupils in EYFS and Year 1 taught Little Wandle Revised Letters and Sounds Systematic Synthetic Phonics Programme on daily basis with fidelity.</li> <li>• Home reading is accessed by all pupils using new e-books/paper based books, these are matched to phonics ability.</li> <li>• Early identification of intervention needs, resulting in immediate keep-up and catch-up interventions.</li> <li>• Assessments and observations indicate improved phonic awareness – as evidenced through Little Wandle Phonic Assessments.</li> <li>• Termly formative assessments show at least expected progress towards FFT5 targets in Reading.</li> <li>• End of year reading assessments [including statutory validated] identify a narrowing of the gap between nondisadvantaged and disadvantaged/greater proportion of</li> </ul>

	<p>disadvantaged meeting age related expectations.</p> <ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils pass Year 1 phonics check 2023.</li> </ul>
<p>To provide cultural capital opportunities to our most disadvantaged pupils; to improve in-school achievement, social and cultural understanding and raising aspirations.</p>	<p>Increased opportunity to develop cultural capital demonstrated through:</p> <ul style="list-style-type: none"> <li>• Proportion of PP pupils participating in funded extracurricular clubs increases</li> <li>• Proportion of PP pupils participating in instrumental lessons increases</li> <li>• specific case studies linked to pupils show impact of increased cultural capital.</li> <li>• Increased opportunity for visits and visitors in school.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils so they are in line with school average, mirroring 2022/23.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the overall absence rate for all pupils being no more than 5%.</li> <li>• 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.</li> </ul>

## 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 £9605.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of <a href="#">Little Wandle Letters and Sounds</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Professional development for staff to ensure assessments are interpreted and administered correctly.</p> <p>Dedicated leadership time to monitor implementation and support staff to improve delivery.</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 professional development opportunities.</p> <p><a href="#">EEF Effective Professional Development</a> <a href="#">EEF Guide to Implementation</a></p>	1
<p>Use of standardised diagnostic assessments</p>	<p>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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1

## 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 £19,210.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
1-1 and small group reading interventions [e.g. through Lexia]	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Lexia Core5 has been shown to increase rates of progress within reading as supported by <a href="#">EEF research</a>.</p>	1

## 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 £9605.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funded extracurricular clubs and instrumental music lessons.</p>	<p>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.</p> <p><a href="#">Arts Participation EEF</a></p>	<p>3</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.</p> <p><a href="#">Social and Emotional Learning guidance</a></p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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 <a href="#">DfE guidance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>

## 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]:

	E1	E2	E3	E4	E5	E6
	Listening, attention, understanding	Speaking	Self-regulation	Managing self	Building relationships	Gross motor skills
% PP meeting expected standard	67%	67%	67%	67%	100%	100%

	E7	E8	E9	E10	E11	E12
	Fine motor skills	Comprehension	Word reading	Writing	Number	Numerical pattern
% PP meeting expected standard	100%	67%	67%	67%	67%	67%

	E13	E14	E15	E16	E17
	Past & Present	People, Culture & Communities	Natural World	Creating with Materials	Being Imaginative & Expressive
% PP meeting expected standard	67%	100%	100%	100%	100%

#### End of KS1 [1 pupils]:

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

Year 1 Phonics Screen Summer Term 2023 [5 pupils]: 80% met the expected standard

**End of KS2 [5 pupils – 2/5 pupils EHCP]:**

	% Pupil premium at expected standard
Reading	60%
Writing	60%
Mathematics	60%

## 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*

<b>Programme</b>	<b>Provider</b>
Lexia Core5	Lexia UK