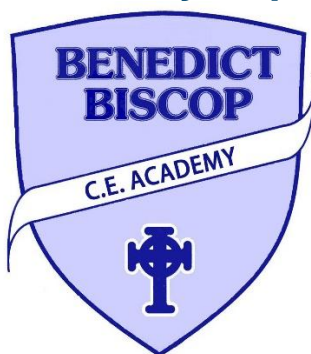


Benedict Biscop CE Academy Pupil Premium Statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Armstrong Headteacher
Pupil premium lead	Debbie Holmes SENDCO
Governor / Trustee lead	Graeme Musson SEND and Vulnerable Groups Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,790
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Part A: Pupil premium strategy plan

Statement of intent

‘With God, 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>Accelerate Progress of Pupil Premium Pupils in Mathematics</u></p> <p>Progress data indicates that disadvantaged pupils continue to lag behind their peers in mathematics, with the latest gap recorded at +1.9. On-entry assessments and ongoing formative evaluations highlight gaps in mathematical fluency and recall of number facts, which are essential for accessing the wider curriculum. Many pupil premium pupils remain within the lower attainment bands, impacting confidence and engagement in lessons. Addressing this challenge requires a sustained focus on high-quality teaching, targeted interventions, and strategies to build secure number knowledge and problem-solving skills.</p>
2	<p><u>Accelerate Progress of Pupil Premium Pupils in Reading</u></p> <p>Current progress analysis shows that reading presents the greatest challenge for pupil premium pupils, with a gap of +2.2 compared to all pupils. This barrier limits access to the broader curriculum and affects pupils' ability to develop comprehension and vocabulary skills critical for academic success. While writing outcomes are comparatively stronger, reading remains a priority due to its foundational role in learning. Strategies must include targeted support for decoding, fluency, and comprehension, alongside initiatives to foster a love of reading and increase exposure to high-quality texts both in school and at home.</p>
3	<p><u>Raise Overall Attendance of Pupil Premium Pupils</u></p> <p>Although pupil premium attendance remains significantly above national averages and persistent absence is notably lower than national figures, recent data shows a slight decline from 96.3% in 2023/24 to 96% in 2024/25. Attendance is a key driver of attainment, and even small reductions can impact progress, particularly for disadvantaged pupils. While historic issues have been linked to illness rather than unauthorised absence, maintaining and improving attendance requires continued monitoring and proactive engagement with families to address barriers promptly. Sustaining high attendance will ensure pupils benefit fully from teaching and enrichment opportunities.</p>
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. 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 and the</p>

	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
Disadvantaged pupils will make accelerated progress in mathematics, closing the attainment gap with their peers. Pupils will demonstrate improved fluency in number facts, stronger conceptual understanding, and increased confidence in problem-solving. By the end of the academic year, the progress gap between pupil premium pupils and all pupils in mathematics will reduce significantly.	By July 2028 end-of-year progress scores for disadvantaged pupils in mathematics are at least in line with national expectations and show accelerated progress from starting points By July 2028 the attainment gap in Mathematics between disadvantaged pupils and non-disadvantaged pupils has reduced year on year from July 2025, resulting in a gap of less than 12 percentage points by July 2028.
Disadvantaged pupils will make rapid progress in reading, narrowing the gap with non-disadvantaged peers. Pupils will show improved decoding, fluency, and comprehension skills, enabling them to access the wider curriculum effectively. Engagement with reading will increase through exposure to high-quality texts and targeted interventions, resulting in measurable improvements in reading attainment and progress.	By July 2028 end-of-year progress scores for disadvantaged pupils in reading are at least in line with national expectations and show accelerated progress from starting points By July 2028 the attainment gap in Reading between disadvantaged pupils and non-disadvantaged pupils has reduced year on year from July 2025, resulting in a gap of less than 12 percentage points by July 2028.
Improving trend in disadvantaged attendance.	Disadvantaged attendance at least 97%
High proportion of disadvantaged pupils attending enrichment opportunities.	At least 90% of disadvantaged pupils attend enrichment opportunities across the year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,1975

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 high quality teaching strategies. 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 consider to ensure effective implementation of the programme through sustained professional development opportunities. EEF Effective Professional Development EEF Guide to Implementation	1 and 2

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

Budgeted cost: £26,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller group delivery, group interventions, 1-1 support in place for pupils who require this in mathematics	<p>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.</p> <p>Improving Mathematics in EYFS and KS1 EEF Guidance Report</p> <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>	1
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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF Lexia Core5 has been shown to increase rates of progress within reading as supported by EEF research .	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,1975

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	3, 4
Dedicated pastoral support time with trained 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	3
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	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

implement new procedures to improve attendance.		
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Total budgeted cost: £ 52,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school successfully implemented its previous Pupil Premium strategy, as confirmed in the latest Ofsted report. Outcomes demonstrate strong performance across key stages and enrichment engagement, with disadvantaged pupils benefiting from targeted support and wider opportunities.

Academic Outcomes:

- **EYFS:** 78% of disadvantaged pupils achieved a Good Level of Development (GLD), with 87% meeting early learning goals in Mathematics.
- **KS1:** 87% achieved the expected standard in core subjects, and 36% reached greater depth.
- **KS2:** 97% achieved the expected standard, with 50% attaining greater depth. These figures compare favourably to national averages and indicate that disadvantaged pupils performed broadly in line with or above non-disadvantaged peers within the school.
- While national data confirms strong attainment, it is important to note that pupils included in these results experienced some disruption earlier in their schooling due to Covid-19, which may have affected progress differently across cohorts.

Enrichment and Wider Outcomes:

Engagement in enrichment activities was high across all classes, with most classes achieving 100% participation in both in-school and out-of-school opportunities. For example:

- Class 1: 83% engaged in school activities, 100% in both settings
- Classes 2–6: 100% engagement
- Class 7: 80% in school, 90% in both settings
- Class 9: 83% in school, 100% in both settings

This reflects the success of the school's focus on developing cultural capital and ensuring equitable access to experiences.

Attendance:

Attendance for pupils eligible for FSM was **96%**, significantly above the national average, and persistent absence was **8.3%**, well below national figures. Overall school attendance stood at **96.8%**, again significantly above national benchmarks. There were **no suspensions**, and behaviour remained positive throughout the year, supported by proactive pastoral strategies.

Assessment and Monitoring:

Performance was assessed using a combination of national assessment data, internal

summative and formative assessments, and teacher observations. These were triangulated with attendance records, behaviour logs, and wellbeing checks to provide a holistic view of pupil progress.

Evaluation of Strategy Impact:

The previous strategy delivered notable successes, particularly in improving attendance and achieving enrichment objectives. While overall attainment remained strong, gaps in mathematics (+1.9) and reading (+2.2) persisted, indicating that accelerated progress in these areas continues to be a priority. Lessons learned from targeted interventions and quality-first teaching will inform the new three-year strategy, which aims to sustain high attendance and secure further progress in closing attainment gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

