



**Pupil Premium Strategy Statement  
St Benet's RC Primary School  
2020/21**

Summary information				
Year Group	Number of pupils eligible September 2020 – July 2021			% of pupils eligible 2020/21
	FSM	LAC	Military	
Nursery				0
Reception	4			9.1
1	3			9.1
2	3	1		11.1
3	5			10.4
4	3			5.4
5	6	2		17.4
6	4	2		13.04
7 (Cohort left end of Summer Term)	4			8.9
<b>Whole school</b>	<b>28</b>	<b>5</b>		<b>9.54</b>
<b>Pupil Premium Budget 2020-21</b>	£34,280			
<b>Last Review</b>	July 2020			
<b>Next Review</b>	July 2021			

Summary information					
<b>School</b>	St Benet's RC VA Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£34,280	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	346	<b>Number of pupils eligible for PP</b>	33	<b>Date for next PP Strategy Review</b>	July 2021

**Current attainment**

<b>KS2 Outcomes Summer 2020</b>	<b>Pupils eligible for PP (whole school 33 pupils) Teacher</b>	<b>Pupils not eligible for PP- KS2 no data 2020 – use 2019 school data</b>
% achieving expected or above in reading, writing & mathematics	50% 2/4	83%
% achieving expected or above in reading	75% 3/4	85%
% achieving expected or above in writing	50% 2/4	91%
% achieving expected or above in mathematics	50% 2/4	87%
% achieving expected or above in Grammar, Punctuation & Spelling	75% 3/4	85%
Progress score in reading	-0.62 (2019 data)	+1.54 (Nat ave: +0.0)
Progress score in writing	-0.5 (2019 data)	+3.04 (Nat ave: +0.0)
Progress score in mathematics	-0.71 (2019 data)	+ 1.61 (Nat ave: +0.0)
<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
Early language development		
Early reading development		
Outcomes for a proportion of PP pupils in combined results are not as strong as for other pupils (5 children in last year's KS2 results did not achieve all three)		
Social and emotional development (inc attachment needs)		
Behaviour issues alongside social/emotional concerns		
Limited learning during lockdown 1 and blended learning during lockdown 3		
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
Parental engagement		
Engagement in extracurricular activities		

Attendance and punctuality

COVID-19 impact of global pandemic lost learning impacting not only on academic achievement but also disrupted social and emotional development

Outcomes (desired outcomes and how they will be measured)	Success criteria
Pupils eligible for PP make as good progress as others and attain as well as other children	Results and progress are consistent across all groups in all year groups
Pupils eligible for PP access full extracurricular opportunities	Children attend after-school clubs, external visits, sporting events, educational visits and music lessons
Pupils eligible for PP will have their social and emotional needs met	Children will have access to early intervention and appropriate intervention when required to ensure that their individual needs are met
PP absence monitored and school working closely with parents to increase attendance	Incentives and reward systems takes personal attendance over 96%
Parents support their child's learning both in school and at home	Attendance at parents' events. Homework is completed.
Support for PP during COVID-19 global pandemic especially during lockdowns	Devices for children for lockdowns and homework. Paper copies/books for families during isolations.

**Quality of teaching for all**

<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Quality Assurance</b>	<b>Staff lead</b>	<b>Review</b>
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching	DfE guidance on Quality First Teaching and Personalised Learning	Observation, work scrutiny, pupil voice, data analysis, performance management	SLT	Termly
	Effective Feedback – effective marking stickers £519	Sutton Trust (+8 months impact)	Observation, work scrutiny, pupil voice	SLT	Termly
	Analysis of data - Depth of Learning annual subscription £2766 2Simple £480	Analysis to inform targeted support	Progress measures	Staff	Termly
	Booster Club	Ensure achievement of at least expected standard	Progress measures - Depth of Learning	Year 6	Termly
	Spelling and Handwriting Programmes Read Write Inc. Phonics & Spelling Prim.Ed (Handwriting) £500 + £500 CPD	The importance of handwriting and spelling by @TeacherToolkit	Book scrutiny Transference of skills	Staff	Termly
	Implementation of firm foundations and a deep understanding of mathematical concepts into mathematics lessons Times Tables Rockstars £200	EEF research/White Rose Hub Mastery approach	Observation, work scrutiny, pupil voice, data analysis, planning	Staff	Termly
<b>Total budgeted cost</b>				£4965	



### Targeted Support

Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Language and social skills ensure all children engage well in all lessons	Early Years intervention to support early social development, reading and maths skills Read, Write Inc. & Mastery approach	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	EYFS Lead	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson - Mastery approach CPD	NCTEM research Mastery approach	Observation, work scrutiny, pupil voice, data analysis, planning	Team Leaders	Termly
	Small group intervention in phonics and mathematics (Early Bird Sessions) Additional TAs £5,500	Sutton Trust (+4 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	Team Leaders	Half termly
	Intervention programmes: Beanstalk –targeted support £550 Reading Gladiators –G&T Reading Plus £2,600 Third Space Learning £1,750 (NTP)	Edge Hill University Research Inclusion research	Observation, work scrutiny, pupil voice, data analysis, planning	DHT Class teachers and subject leads	Half termly
	Interventions recommended by EP and other outside agencies are delivered effectively – such as memory games, magic spelling, frostig, social stories, attachment resources EP	Sutton Trust (+2 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	SENDCo, Team Leaders and Class Teachers	Termly
<b>Total budgeted cost</b>				£10400	

**Other Approaches**

<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Quality Assurance</b>	<b>Staff lead</b>	<b>Review</b>
Pupils eligible for PP access full co-curricular opportunities	Financial support for residentials & visits. Provision and servicing of musical instruments. Financial support for before, lunch and after school clubs.	Inclusion of all children	Participation numbers	HT	Termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues	Liaison with partner professionals to support wellbeing and early intervention involving parents. Early engagement with EP, virtual school head, social workers, carers, CAMHS, CYPS etc School Counsellor £4,106 Punctuality and Attendance SLA £2250 Clennell Education Solutions £1800 Additional Teacher KS2 £25,714 My Happy Mind programme - £3640	Early identification and intervention	Training for staff inc – Attachment, Fun Friends and pastoral support for child and/or family inc parents Observation, work scrutiny, pupil voice, data analysis, planning Smaller classes to support attachment needs Monitoring of Punctuality & Attendance	HT & DHT	Half termly and as required
Parents support their child's learning both in school and at home	Support for parents – additional meetings Effective homework Mathletics £1995 Reading Plus £2,666 Third Space Learning £3500	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning	SLT	Half termly and as required
<b>Total budgeted cost</b>				£45671	
<b>Overall total</b>				£61036	

### **Additional detail**

The progress of all our children, including our PP children is monitored regularly by the Headteacher, DHT, phase leaders, subject leads, SENDCo and class teachers. Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions.

As a school we desire to see the gaps closing between our PP pupils and our no PP. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback.

Due to the impact of COVID-19 we are monitoring all aspects of our children even more closely and as a school we are investing in more staff and resources to support long-term recovery as highlighted by the Education Recovery Commission April 2021