



**Pupil Premium Strategy Statement
St Benet's RC Primary School
2022/23**

Summary information				
Year Group	Number of pupils eligible September 2022 – July 2023			% of pupils eligible 2022/23
	FSM	LAC	Military	
Nursery			1	3.1
Reception	0			0
1	3			6.7
2	4			8.9
3	3			9.1
4	3	1		9.8
5	8			16.7
6	3			5.4
7 (Cohort left end of Summer Term)	6	2		17.4
Whole school	24	1	1	7.8
Pupil Premium Budget 2020-21	£46,330			
Last Review	July 2022			
Next Review	July 2023			

Summary information					
School	St Benet's RC VA Primary School				
Academic Year	2022/23	Total PP budget	£46,330	Date of most recent PP Review	July 2022
Total number of pupils	345	Number of pupils eligible for PP	26	Date for next PP Strategy Review	July 2023

Current attainment

KS2 Outcomes Summer 2022	Pupils eligible for PP (Year 6 8 pupils) School KS2 data 2022	Pupils not eligible for PP (Year 6 38 pupils) School KS2 data 2022
% achieving expected or above in reading, writing & mathematics	62.5% 5/8	71% (National – 59%)
% achieving expected or above in reading	87.5% 7/8	89.5% (National – 74%)
% achieving expected or above in writing	75% 6/8	94.7% (National – 69%)
% achieving expected or above in mathematics	62.5% 5/8	76.3% (National – 71%)
% achieving expected or above in Grammar, Punctuation & Spelling	87.5% 7/8	85% (National – 72%)
KS2 Progress Scores Summer 2022	Pupils eligible for PP (Year 6 8 pupils) School KS2 data 2022	All Pupils including PP (Year 6 46 pupils) School KS2 data 2022
Progress score in reading	+3.25	+2.27
Progress score in writing	+1.73	+1.48
Progress score in mathematics	-2.76	- 1.64
Barriers to future attainment (for pupils eligible for PP)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
Early language development		
Early reading development		
Reading for pleasure		
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) impact during lockdowns(mental health and well-being)		
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 – increase in holidays (all unauthorised) after coming out of lockdown

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

Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
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 £500 2Simple £808.33	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 - £230 & Spelling - £553.45 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 £240.90	EEF research/White Rose Hub Mastery approach	Observation, work scrutiny, pupil voice, data analysis, planning	Staff	Termly
Total budgeted cost				£3851.68	

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) Three classes in Year 6 - £18358	Sutton Trust (+4 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	Team Leaders	Half termly
	Intervention programmes: Beanstalk –targeted support £660 Reading Plus £1,533 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	Sutton Trust (+2 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	SENDCo, Team Leaders and Class Teachers	Termly
Total budgeted cost				£22301	

Other Approaches

Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for residentials & visits. £295 Derwent Hill approx. 5 per year = £1475. Visits approx.. - £500 Provision of musical instruments. Lessons approx. - £300 After school clubs. Clubs approx. - £300	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 Early Help Worker – 1 day equivalent SLA £4000 per annum Clennell Education Solutions £1800 My Happy Mind programme - £4224	Early identification and intervention	Training for staff inc – Attachment, My Happy Mind 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 Mathletics £1950 Reading Plus £2,550 Third Space Learning £4600 A Conlin School Data Comp – £2300	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning	SLT	Half termly and as required
				£28105	
				Overall total	£54,257.68
				Total budgeted cost	£46,330
				Additional from main school budget	£7927.68

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

We have statutory data from July 2022 – this has been used to evidence our self-evaluation process and so develop our School Improvement Plan and Pupil Premium Strategy.