

# Pupil premium strategy 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                    |
|---|---|
| School name   | St Benedict Biscop CE Primary School    |
| Number of pupils in school  | 174                                     |
| Proportion (%) of pupil premium eligible pupils   | 12%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025<br>2025-2026<br>2026-2027     |
| Date this statement was published   | December 2024                           |
| Date on which it will be reviewed   | December 2025                           |
| Statement authorised by   | Nicola Scott-Worthington<br>Headteacher |
| Pupil premium lead  | Nicola Scott-Worthington<br>Headteacher |
| Governor / Trustee lead   | Jennifer Perks                          |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £44400 |
| 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><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44400 |

# Part A: Pupil premium strategy plan

## Statement of intent

As a church school we at St Benedict Biscop strongly believe that all children are created in God's image and therefore should all be valued as unique individuals and supported to achieve their full potential irrespective of their background.

All staff and governors at St Benedict Biscop CE Primary School, are committed to ensuring that the needs of disadvantaged pupils are met. These may be pastoral, social or academic needs. We support every child to develop a love of learning and acquire skills and knowledge which will enable them to achieve success by fulfilling their potential. Our main objectives are to raise the attainment of disadvantaged children in reading, writing and maths to enable them to successfully access all areas of the curriculum now and in the next stage of their education. We are also committed to ensuring that disadvantaged children have the opportunity to broaden their horizons through trips, visits, music lessons and sports participation; a families financial circumstances should not be a barrier to children in our school.

The strategy plan put in place towards achieving these objectives are:

- High quality teaching and learning is provided across the school with strong CPD to support staff development.
- An engaging and thoughtful curriculum builds upon prior learning developing skills and knowledge across school
- Accurate use of assessment identifies children who are in need of specific scaffolds, additional support or challenge to reach their full potential
- Appropriate provision is provided for all children to meet their social, emotional and academic needs.
- A range of additional activities and experiences are available to all children regardless of a family's financial status.
- By making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | EYFS baseline assessment for the last 3 years demonstrates that disadvantaged pupils enter school behind ARE in EYFS strands of word reading, comprehension and number in comparison to their non-disadvantaged peers. |

|   |  |
|---|--|
| 2 | 37% of children who are disadvantaged are also on the SEND register in comparison to 8% of non-disadvantaged children across the full range of primary. This means that disadvantaged children have more challenges to narrowing the gap with their non-disadvantaged peers. |
| 3 | Reading fluency assessments from Year 2 – Year 6 show that 56% of disadvantaged children have below average reading fluency rates in comparison to 21% of non-disadvantaged children.  |
| 4 | Disadvantaged pupils in KS2 are less likely to achieve GDS in reading standardised tests than their peers. (KS2 summer 2022 35%, summer 2023 - 8%, Summer 2024 21% gap at GDS)   |
| 5 | Attendance of disadvantaged pupils has been 3% below attendance for non-disadvantaged children for the past two academic years. 30% of PP children were classed as PA in the academic year 2023-2024 compared to 5% of non PP children across school.                        |

## 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  |
|--|---|
| <i>Demonstrate rapid improvement for disadvantaged children so that by the end of the foundation stage their attainment in word reading, comprehension and number is broadly in line with their non disadvantaged peers.</i> | Foundation stage profile outcomes and in school assessments demonstrate disadvantaged children achieve ARE in word reading, comprehension and number by the end of the academic year.<br>Children in KS1 demonstrate through books, observations and discussion improved early reading and mathematics skills.  |
| <i>Ensure rapid progress for SEND children to demonstrate improving outcomes and reduced gap with non-SEND pupils across school</i>  | IEP demonstrates impact of SEND support to accelerate progress for children on the SEND register.<br>Children with SEND and who are also disadvantaged demonstrate rapid progress through small steps of learning to narrow the gap with their peers<br>Precisely focused teaching is adapted to the needs of SEND Pupils to scaffold their learning and support good progress. |
| <i>Good levels of reading fluency support children to achieve well and develop a love of reading</i>   | Reading fluency scores demonstrate improvement across each academic year so that all children can read at 90wpm or greater consistently across school.<br>Additional whole class teaching and intervention addresses this priority.   |
| <i>Targeted support for disadvantaged children in KS2 to support them to achieve GDS in Reading at the end of KS2</i>  | Proportion of disadvantaged children achieving GDS is in line with all children.<br>Small group support to develop children's depth of understanding in mathematics.  |

|  |   |
|--|---|
| <i>Improve attendance of disadvantaged children so that they access full time education more consistently.</i> | Attendance gap between disadvantaged children and their non-disadvantaged peers reduces by 1% each year across the time of this plan. |
|--|---|

## 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: £17,448

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Coaching and mentoring support for all teachers<br><br>(£11001)   | Evidence informs us that supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap.<br>Our program of coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques.<br><a href="#">EEF Effective Professional Development</a> | All                           |
| Additional Training for staff in Early Years to provide children with a firm foundation.<br><br>(£2449)                                   | There is a strong evidence base that suggests high quality interactions and focussed teaching for phonological awareness will support children to develop core skills in preparation for reading and writing : <a href="#">Preparing for Literacy   EEF</a>  | 1                             |
| Continued training and development for support staff in KS1 to provide effective intervention in phonics for all children.<br><br>(£2337) | There is strong evidence to support the use of phonics based approaches to reduce the disadvantaged gap.<br><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  | 1&2                           |

|  |   |     |
|--|---|-----|
| <p>Training for support staff to deliver effective intervention for children in KS2 for children who are not yet reading fluently (90wpm)</p> <p>(£1661)</p> | <p>There is strong evidence to support the use of phonics based approaches to reduce the disadvantaged gap.</p> <p><a href="#">Reading Fluency Resource 1.0.pdf</a></p> | 3&4 |
|--|---|-----|

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

Budgeted cost: £26,812

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Daily catch-up sessions for children in KS1 who are not achieving ARE in phonics. Daily keep up for children at risk of falling behind their peers to prevent the gap developing.</i></p> <p>(£7014)</p> | <p>There is strong evidence that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a></p> | 4                             |
| <p><i>Targeted KS2 reading intervention 1:1 or small group to address gaps in learning for children who are not reading with automaticity by the end of KS1</i></p> <p>(£6313)</p>                             | <p>There is a strong evidence base that explicit teaching of reading comprehension strategies can have a effect of +6 months on children's outcomes.</p> <p><a href="#">Education evidence-Teaching and Learning - Reading Comprehension</a></p>   | 4                             |
| <p><i>Additional intervention TA to support precise intervention for children with SEND to narrow gap with their peers</i></p> <p>(£4238)</p>  | <p>The evidence suggests that specific targeted interventions delivered by teaching assistants shows an impact on children's outcomes of +4 months</p> <p><a href="#">Education evidence-Teaching and Learning - Teaching assistant interventions</a></p>                                    | 2&3                           |
| <p><i>Whole school reading fluency approach to increase reading fluency attainment for children from Year 2 to Year 6</i></p> <p>(£9247)</p>   | <p>The evidence suggests that a focussed teaching approach for reading fluency will</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p>   | 3                             |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,108

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Financial support for children to access extra curricular activities so that funding is not a barrier for families.</i><br/>(£5000)</p>  | <p>There is strong evidence that access to wider curriculum experiences including outdoor learning, arts and sports participation has a positive impact on the outcomes for pupils.</p> <p><a href="#">Outdoor adventure learning   EEF</a><br/> <a href="#">Arts participation   EEF</a><br/> <a href="#">Physical activity   EEF</a></p> | <p>5</p>                      |
| <p><i>Support improved attendance for disadvantaged children to ensure they access schooling offer of breakfast and after school club places in addition to other appropriate interventions.</i><br/>(£3108)</p> | <p>There are clear links between attendance, behaviour and attainment as evidenced through a range of research projects. By raising the attendance for disadvantaged children this will have a positive impact on their outcomes in all areas of the curriculum.</p> <p><a href="#">Supporting attendance   EEF</a></p>                    | <p>5</p>                      |

**Total budgeted cost: £52,368**

## Part B: Review of outcomes in the previous academic year 2023-2024

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Over the academic year we have provided coaching support for all teachers to ensure that the quality of teaching across the school is consistently good with much that is outstanding. This has supported all children by ensuring quality first teaching supports them to meet their full potential.

At key points across their time in our school children undertake statutory assessments. The outcomes of our data analysis indicate that the provision provided to our disadvantaged children has been effective in narrowing the attainment gap with their peers. At the end of Early Years the gap between disadvantaged children and non-disadvantaged children achieving a Good Level of Development was less than one child difference. 100% of disadvantaged children achieved the expected standard in communication and language which had been a focus of our plan for disadvantaged children across the three years of this strategy.

Children in Year 1 took the Phonic Screening Check, 100% of children in the cohort achieved the expected standard including all disadvantaged children. Within our year 2 cohort 81% of children had passed the phonic screening check by the end of year 2 with 60% of disadvantaged children achieving the expected standard. Focussed support for SEND children will continue to be a priority to support all children to achieve by the end of year 2.

In Year 4 children took the Multiplication Check, where again the gap was less than one child from the non-disadvantaged children.

At the end of KS2 71% of disadvantaged children achieved the expected standard in reading. This is above the national figure of 64% attainment in reading for disadvantaged children. When mobile children are excluded from the data the attainment of disadvantaged children is 83% which is well above national figures. 29% of disadvantaged children achieved a high score this is equal to the national figures for all pupils and in line with non-disadvantaged children at our school. All children made good progress across Key Stage 2.

In writing 86% of disadvantaged children met the expected standard with 29% of disadvantaged children achieving greater depth. Both of these outcomes are above the national figure for all children and in line with outcomes for non-disadvantaged children at our school.

In mathematics 86% of disadvantaged children achieved the expected standard with 57% achieving a high score. This is above the national scores for non-disadvantaged children and in line with the achievement of all children at school.

Key stage 2 outcomes demonstrate the impact of strategy objectives across the three year cycle with increasing outcomes across school during this time period. The targeted support for behaviour demonstrated a reduced number of behaviour incidents and outstanding behaviour evidenced through OFSTED and SIAMs reviews during this time period.