

Pupil premium strategy statement – Benington (VC) Primary School

This statement details our school's use of pupil premium (and recovery 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.

Inspiring care, respect and trust for all, in our Christian community

School overview

Detail	Data
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Sep 23
Date on which it will be reviewed	Sep 24
Statement authorised by	Anja Tyler Headteacher
Pupil premium lead	Anja Tyler
Governor lead	Louise Harrop, chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7275
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£7275

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.</p> <p>As we have had no PP children in reception for over 3 years we can't measure baseline trends.</p>
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 8% lower than for non-disadvantaged pupils.</p> <p>15% of disadvantaged pupils have been 'persistently absent' compared to 6.6% of their peers during that period. This is a significant improvement from last academic year, but we still need to narrow the gap. Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.</p>

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/26 show that more than 80% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 89%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. <p>the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

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: £300 (paid for with English budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through Mastery training	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Implementing the learning from our trauma and attachment training and Senior mental health lead training</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2 and 3

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

Budgeted cost: £7235 (£960 paid for with SEN funding)

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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Providing targeted intervention in maths and English. A significant proportion of the pupils who receive interventions	<p>Interventions 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 and in small groups:</p>	2

will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Introduction of online Atom Homework	With its curriculum-aligned content for maths and English, Atom boosts ability by challenging and supporting all learners. Atom enables all pupils to work independently and rewards their effort rather than their ability, increasing their confidence This helps pupils engage with their learning and parents to be able to support them	2

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

Budgeted cost: £1700 (£700 for wrap around care paid for through a parental donation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training for staff to develop and implement new procedures and liaising with attendance/support officers to improve attendance, using Arbor to support with this.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence .	3
Fund places for wraparound care and trips	Based on experience enabling children to attend breakfast club leads to a smoother start. After school club helps children get homework and reading done and reduces pressure on households to rush to school. In turn this improves attendance. Inclusion is also very important for attendance so all trips are fully funded by school.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £7275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was slightly lower than the rest of the school in core areas of the curriculum. We gained a PPG child mid-way through the school year with un-identified SEND needs. Since then they have been assessed and an intervention program planned. With such small numbers this affected our data.

Overall attendance in 2022/23 was 84.9% (9.7% authorised and 5.3% unauthorised). This compares to 93.4% for the whole school (6% authorised and 1% unauthorised). One PP child had a CIN plan and attendance of 65%, this had a significant impact on attendance data.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were almost back to pre COVID-19-levels. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

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

Programme	Provider