

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Benfieldside Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21, 2021/22, 2022/23
Date this statement was published	September 2021 (transferred to this DfE format)
Date on which it will be reviewed	September 2021, September 2022
Statement authorised by	SMT & VC
Pupil premium lead	Mrs Addison Headteacher
Governor / Trustee lead	Mrs Murray (vice chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,365
Recovery premium funding allocation this academic year	£16,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£174,330

Part A: Pupil premium strategy plan

Statement of intent

To continue to have reduced attainment gaps between the school's disadvantaged pupils and others nationally ([high quality teaching and targeted academic support](#))

To raise the in-school attainment of both disadvantaged pupils and their peers and ensure their progress is strong ([high quality teaching and targeted academic support](#))

To increase the cultural capital of the pupil premium pupils and broaden their experiences ([wider strategies](#))

Challenges

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

Challenge number	Detail of challenge
1	Low on entry data: - Most pupils join Nursery with low on entry data Most external pupils join Reception with low entry points
2	Poor oral language/literacy skills and lack of reading opportunities outside of school
3	Social, emotional and mental health issues with pupils and/or parents
4	Increasing proportion of PP children are also SEN or have ASD
5	Low community aspiration and limited cultural experiences

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
Rapid progress made from entry points in Nursery and Reception	Majority of PP pupils are Y1 ready and have reached at least a GLD by the end of reception
Increased proportion of PP pupils show rapid progress and strong achievement across the curriculum but especially in reading (including	End of year assessments Guided reading records Intervention records Phonic screening outcomes

phonics where appropriate), comprehension and fluency	
Pupil well-being has been prioritised to ensure that they learn and achieve	Attainment and progress of identified pupils who have been supported with wellbeing, are strong and in line with other pupils nationally and non PP pupils in school
Pupils with needs associated with ASD/ADD are identified and supported to make progress and achieve	Support plans show targets are achieved Assessment data shows strong progress Work shows progress over time Engagement with learning
Pupils are able to draw upon the experiences available to them such as trips, visitors and enrichment clubs	Increased awareness of opportunities available to them and activities they enjoy

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: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of teaching assistants to support learning	Progress made through in-lesson intervention Progress made through targeted support	1, 2 , 3, 4
Employment of additional teacher in KS1 for literacy and mathematics (mornings)	Reduction in class sizes allows focussed teaching and more effective adult/pupil ratios	2, 3

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

Budgeted cost: £ 15,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
BLAST, NELI and RWI phonics delivered by teaching staff and teaching assistants/nursery nurse in Early Years	Increased readiness for KS1 Increased attainment/progress within early learning goals Increased % 'on-track' in phonics	1, 2
Lowest 20% pupils in reading identified and supported	Improved fluency scores Phonic outcomes in line with NA Improved KS1 and KS2 outcomes in relation to non-PP in school and NA non-PP	2
<p><i>Autumn 1</i> 3x15 hour 1:3 tutoring with NTP/Teaching Personnel</p> <p><i>Autumn 2</i> 3x15 hour 1:3 tutoring with NTP/Teaching Personnel</p> <p><i>Spring 1</i> 3x15 hour 1:3 tutoring with NTP/Teaching Personnel</p> <p><i>Spring 2</i> 3x15 hour 1:3 tutoring with NTP/Teaching Personnel</p>	National Tutoring catch-up programme Small group tutoring in school in autumn 2020 and summer 2021 assessment data shows positive impact in key areas.	2, 4
Resources to support effective intervention and tutoring	Quality, appropriate (and in some cases practical/concrete) resources support effective intervention and tutoring	1, 4

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

Budgeted cost: £19080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling in school	Improved attendance and achievement data for those who have been supported to manage feelings and develop positive attitudes to learning	3
Delivery of well-being & behavioural/emotional support	Children able to better manage feelings and behaviour, fewer incidents, able to engage with learning opportunities, low exclusion rate	3
Subsidise cost of trips/visits/visitors/residential	Broad and enriched curriculum engages children with opportunities otherwise unavailable to them due to poverty	5
Referrals to services and professionals external to the school	Evidence for PP SEN/ASD pupils' progress once strategies are implemented at school level and professional advice acted upon	1, 2, 4
Timely & efficient reporting, record keeping and response to safeguarding and well-being concerns/needs: CPOMS	Where children's safeguarding and well-being needs are met, they are confident learners who can engage with their curriculum opportunities	3, 4

Total budgeted cost: £ 174352 (£22 over)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 results will not be used to hold schools to account.

Y2 December 2020 phonic screening 92% pass- phonic support was targeted at small groups of pupils using teaching staff and teaching assistants. Daily video lessons for phonics sent via Dojo when pupils worked at home. RWI resources were purchased using PP funding.

Teaching Assistants provided in- school support to vulnerable and key worker pupils during lock down 1 and 2 – this enabled them to keep up with the curriculum for when school reopened in September 2020 and March 2021.

School Counsellor conducted sessions over the phone or on teams (with parental agreement) so that well- being support for identified pupils continued during lock down and they returned to school in March 2021 as confident, settled learners.

Leaders recorded concerns and TAF/care meeting minutes in CPOMS, alongside records of welfare calls made to PP/vulnerable families.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Intervention: phonics, Lexia, reading comprehension and 1:1 reading, feelings fan, lego therapy
What was the impact of that spending on service pupil premium eligible pupils?	One pupil eligible- passed phonic screening and improved curriculum access

Further information (optional)

The template for the 2021 to 2022 academic year does not include a requirement to enter information relating to performance measures given the impact of COVID-19 on their production and publication.

In future academic years, the template will incorporate requirements relating to performance measurement data.