

Pupil premium strategy statement Benfieldside Primary School, Consett

2022-2023

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.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20/21, 21/22, 22/23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2021, November 2022 September 2023
Statement authorised by	SMT
Pupil premium lead	Mrs Addison headteacher
Governor / Trustee lead	Mrs Murray, vice-Chair and finance committee member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,350
Recovery premium funding allocation this academic year	£8628
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>	£195,978
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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

phonics where appropriate), comprehension and fluency	Phonic screening outcomes
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: £150,000

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	Reduction in class sizes allows focussed teaching and more effective adult/pupil ratios	2, 3
CPD- effective intervention	Progress made through in-lesson intervention Progress made through targeted support	1, 2 , 4

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

Budgeted cost: £ 18,478

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
Resources to support effective intervention and tutoring e.g. Accelerated Reader, Lexia	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: £27,500

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	Where children's safeguarding and well-being needs are met, they are	3, 4

and well-being concerns/needs: CPOMS	confident learners who can engage with their curriculum opportunities	
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Total budgeted cost: £ 195978

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022 outcomes:

At exit point from Early Years, PP pupils achieved 69% GLD and all pupils was 70%

National PP reaching GLD was 49%. Strong progress made from low attainment on entry. Pupils better prepared for Y1 entry and KS1 curriculum.

Reading: KS2 68% PP in school compared to 63% nationally. Progress measure for pp was 1.8 (strong progress)

Phonics- Y1 PP outcomes in line with national. Outcomes for all pupils are above national for the last 3 years.

Internal data shows the gap between children in receipt of PP funding and their peers who are not has reduced in almost all curriculum areas.

Where concerns have been raised about mental health and/or wellbeing of PP pupils, counselling support has been provided. As a result these children have accessed the full curriculum and continued to attend school.

Trips were subsidised in school year 2021/22, making them financially accessible to parents -this has increased life experiences for these children and helped to develop their knowledge further.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.