

Pupil premium strategy statement

Bentham Community Primary School

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	Bentham CP School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	Jan Census- 32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	T Hiley
Pupil premium lead	T Hiley/A McGregor
Governor / Trustee lead	C Proctor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,193
Recovery premium funding allocation this academic year	£4100
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	£66293

Part A: Pupil premium strategy plan

Statement of intent

- Bentham Community Primary School has a commitment to raise achievements for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this.
- Bentham Community Primary School never confuses eligible pupils with low ability and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- Bentham Community Primary School creates an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.
- Bentham Community Primary School uses assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why.
- Bentham Community Primary School directs resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- Bentham Community Primary School uses data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Pupil Premium Leader and the Head teacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- Bentham Community Primary School ensures class teachers, Key Stage leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the academy.
- Bentham Community Primary School Governing Body is ambitious for pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

Challenges

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

Challenge number	Detail of challenge
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1	A significant number of PP children in are low/middle prior attaining children.
2	Attendance is below the average for all children at 94.8% for pupil premium children compared to 96.4% on non-PP children. This reduces their school hours and affects their progress.
3	The value parents place on education and the importance of attendance is a concern. Limited life experience and opportunities to join in enrichment activities due to social situation/demographic.
4	Children lack the social and emotional support to enable them to engage in learning in a positive and aspirational direction. The frequency of positive engagement from parents is a contributing factor.
5	Lack of appropriate reading material, limited vocabulary and experiences prevent some children from making good progress and reaching ARE in reading.

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
All children, regardless of their prior attainment, are making at least expected progress in order to meet aspirational end of year targets. Tracking data within school will be thorough and highlight when children are on track to make end of year targets and those who need support in order to accelerate their progress.	<p>Staff have a greater understanding of year group end points and through comprehensive CPD, they are ambitious and challenging with their teaching and learning.</p> <p>Teachers are aware of prior attainment and the progress required to ensure children stay on track or make accelerated progress. Teachers use prior attainment to track progress but not to set ability groups.</p> <p>Aspirational end of year targets are being met using FFT 20.</p> <p>At least 75% reaching ARE in RWM across all year groups.</p> <p>At least 75% in Year 6 (based on prior attainment)</p>
Improved attendance of pupil premium children whose attendance is currently below 97%.	Pupil premium children's attendance increases to 97% in line with whole school

<p>Measured through attendance tracking.</p>	<p>targets. (2020-2021, Whole School attendance 96.4%, PP attendance 94.8%)</p> <p>Parents are supportive of the school and their children; placing a value on education.</p> <p>At least 75% of Pupil premium children have an attendance of 97%</p>
<p>Children’s social and emotional needs are identified and supported through modelling and coaching.</p> <p>Measured through participation and pupil voice.</p>	<p>Pupil premium children feel positive about themselves and have high aspirations of themselves in the classroom and at home.</p> <p>At least 75% reaching ARE in RWM across all year groups.</p> <p>At least 75% in Year 6 (based on prior attainment)</p> <p>(NB Only 5 children are PP in this Y6 cohort)</p>
<p>Attainment in reading for all pupils eligible for PP increases.</p> <p>Measured through data analysis and assessment tracker.</p>	<p>Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year so that an increase in children eligible for PP meet age related expectations in Reading and in turn an increase reach ARE in Writing and Maths.</p>
<p>Improved self-esteem and motivation of pupil premium children.</p> <p>Measured through observations and tracking of nurture group interventions.</p>	<p>Individual barriers to learning will be identified and addressed through nurture groups, with clear tracking of successes and next steps. Case studies will highlight clear improvement.</p> <p>Parental engagement continues to improve with parents supportive of school and education.</p> <p>Pupil premium children will have improved attitudes to learning and a more positive enthusiastic approach to school life.</p> <p>Inclusion Provisions Maps for those children with SEND will be updated and provide an accurate record of achievements and progress.</p>

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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>“The Write Stuff” CPD for all staff and appropriate resourcing</p> <p>£800</p>	<p>Prior attainment in writing demonstrates the need for a structured scheme for the teaching of writing across the school. The pedagogical approach of the Jane Considine scheme is very much in tune with learning needs of our children</p>	1 & 5
<p>Maths Mastery and White Rose Maths training and appropriate resourcing.</p> <p>£700</p>	<p>Prior attainment in maths demonstrates the need for a mastery-based approach for the teaching of maths across the school. The pedagogical approach of the White Rose Maths scheme is very much in tune with learning needs of our children</p>	1
<p>SEND Lead support</p> <p>£1500</p>	<p>There is an evidenced need above and beyond the usual SEND expectation in the school to support children who also are part of the PP group.</p>	2, 3 & 4
<p>Staff CPD</p> <p>£2500</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during regular planned staff meetings and internal and external CPD opportunities.</p> <p>Castle Alliance HART Alliance Local Authority Network meetings (NYCC & LCC)</p>	1, 2, 3, 4 & 5

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

Budgeted cost: £26900

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI £200	Evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England	3 4 & 5
Accelerated Reader Programme £3600 (3 Year from 2021)	The Accelerated reader programme demonstrates strong evidence of its impact in supporting all children including PP children in making rapid progress in reading.	1 4 & 5
TT Rockstars £200	Evidence demonstrates that this is an engaging and effective IT based approach to supporting rapid progress in instant recall of tables.	1 4 & 5
Keep Up Catch Up (Coach Gunn Initiative) £7200	In-year assessment data has evidenced the need for specific catch-up and intervention programmes for PP children who are not making expected progress against FFT20 targets	1 3 4 & 5
Interventions led by ATA £11500	Termly pupil progress meeting evidence the children who need specific interventions to support learning. Interventions are monitored termly and if appropriate IPMs are developed.	1 3 4 & 5
Reading interventions & Support (Bottom 20% of readers) £4200	Children identified in the bottom 20% of readers in each class are supported with focused weekly 1:1 intervention. (Data)	1 3 4 & 5

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

Budgeted cost: £ 33738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker £12500	Attendance and pastoral need of children and parents, particularly those vulnerable families who are PP are significant and challenging. Evidence demonstrates that having a high quality FSW who can support these groups is fundamental in ensuring higher level of attendance and support to cope with SEMH issues. Identified persistent lateness amongst certain PP families highlights the need for specific intervention and support from our FSW.	2 3 4 & 5
Jigsaw Club (Nurture based intervention program) £600	Targeted to specific groups of PP children who need social and emotional support. (Termly)	3 4 & 5
Life skills £600	Targeted to support those high SEND/SEMH/PP pupils with a bespoke curriculum aimed at preparing children for their next steps in education and life.	3 & 4
Boxall £438	Evidenced based assessment tool for SEMH which identifies pupils need to allow appropriate and effective interventions can be put in place.	3 & 4
Breakfast club £4250	Designed to support families in need of additional support in enabling punctuality and consistent high attendance.	2 & 3
Forest School £6450	Pedagogical evidence-based learner centred approach to outdoor learning which supports positive SEMH and SEND in a positive and calming environment.	2 3 & 4
Music Service £4500	In-year assessment data has evidenced the need for specific catch-up and intervention programmes for PP children who are not making expected progress against FFT20 targets	

<p>Enrichment activities.</p> <p>£4400</p>	<p>Evidence demonstrates that PP children can be excluded from extra-curricular activities including residential activities, visits, instrumental tuition etc as these cannot be funded by parents. This funding stream allows for full inclusion in all these types of activities.</p>	<p>2 3 & 4</p>
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Total budgeted cost: £ 66138

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.

- September to December showed rapid increase in closing the gap in learning created during the first Lockdown. Times Tables Rock Stars enables PP children to be as proficient at knowing their tables as other children. PP children are able to read fluently and with understanding due to the increased number of times they read to an adult in school. The gap in learning in the second Lockdown will be reduced due to the increase in engagement of PP children in the remote learning.
- Outcome Pupil's Mental Health and Wellbeing pupils feel safe and in a 'good' place emotionally to access their learning
- PP children who were also identified as vulnerable learners were invited to attend school during lockdowns. Weekly contact was made with home and resources (including electronic hardware) were provided to support learning where still at home.
- Close relationships with teachers – knowledge of children and prior, current and possible areas of need.
- Access to highly trained FSW, GTAs and HLTAs supported as necessary.
- Individual strategies in place to meet needs consistently and also as arose.
- Access to our highly skilled FSW ensured that all PP children and their families were supported at all times.
- Effective and frequent communication with children and their families ensured proactive and reactive strategies in place as necessary.
- Virtual parent meetings led to increased attendance by parents.
- Reduced opportunities for extra-curricular activities. COVID and need for 'bubbles' led to reduction in clubs offered this year.

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
TT rockstars	TT Rockstars
Boxall	Boxall

Sports coach?	Coach Gunn
Rapid recall	
The Write Stuff	Jane Considine
Maths Mastery & Support	White Rose maths
Forest schools	A McGregor