

Pupil Premium Strategy Statement

Bentham Community Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	154 (Including 12 Nursery)
Proportion (%) of pupil premium eligible pupils	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 2022
Date on which it will be reviewed	September 2023
Statement authorized by	C Pearson/A McGregor (Co-Headteachers)
Pupil premium lead	A McGregor (Co-Headteacher/PP Lead)
Governor / Trustee lead	Mr C Hawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,516
Recovery premium funding allocation this academic year	£2658
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£72,174

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 all of our vulnerable pupils, such as those who have a social worker, involvement of a variety of agencies and those who face a range of challenges in their daily lives.

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 for pupils whose education has been worst affected, including non-disadvantaged pupils.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted aim to complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are accessing
- 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	A significant number of PP children (68%) are low/middle prior attaining children. Outcomes and progress of some PP children are affected by their SEND.
2	Attendance is below the average for all children 79% of pupil premium children have attendance below 96% with 19% of pupil premium children having attendance below 90% in 2021-2022. This reduces their school hours and affects their progress. This can sometimes be linked to an attitude of low importance of school from parents. Punctuality is an additional issue for some children and families.
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 situations and demographic is an issue.

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, combined with some problematic family lives and social services involvement.
5	Lack of appropriate reading material, limited vocabulary and experiences prevent some children from making good progress and reaching ARE in reading. This combined with low levels of communication and language skills when children start 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
Pupils in EYFS eligible for PP make high rates of progress in phonics, reading and communication and language from their starting points.	Pupils eligible for PP in EYFS make rapid progress in phonics, reading and C&L with at least 90% of disadvantaged pupils achieve age-related expectations in these areas.
Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PP is at least in line with national averages for PP pupils.	Disadvantaged pupils in KS1 make rapid progress so that 100% of disadvantaged pupils achieve the phonics screening test by the end of Year 2 and disadvantaged pupils meet age related expectations in reading, writing and maths, at least in line with national average.
KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PP pupils.	Disadvantaged pupils are at least in line with national average attainment and progress measures at the end of KS2.
Attendance rates for pupils eligible for PP are at least in line with the national averages for PP pupils.	Reduction in the number of persistent absentees among disadvantaged pupils. Overall disadvantaged attendance improves from 93% to at least in line with other groups of pupils 96%, aiming for a whole school target of 97%.
Children's social and emotional needs are identified and supported through modelling and coaching.	<p>Pupil premium children feel positive about themselves and have high aspirations of themselves in the classroom and at home.</p> <p>Disadvantaged pupils make good progress from their starting points shown through qualitative data including: subject monitoring, learning walks, book scrutiny, reduction in classroom/playground incidents, school reports, parent surveys, pupil voice.</p>
Improved self-esteem and motivation of pupil premium children.	Individual barriers to learning will be identified and addressed through nurture groups. Parental engagement continues to improve with parents supportive of school and education. Pupil premium children will have improved attitudes to learning and a more positive enthusiastic approach to school life.

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: £7000 (2022-2023)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles as supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4 & 5
Single age classes in year 4,5 and 6.	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Research conducted by the Education Endowment Foundation shows that reducing class size helps pupils make 2 months’ additional progress. Reducing class size EEF (educationendowmentfoundation.org.uk)	1,3,4&5

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

Budgeted cost: £27,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep Up Catch Up (Coach Gunn Initiative)	<p>Pupil outcomes and Pupil progress meetings has evidenced the need for specific and targeted feedback to PP children who are not making expected progress against FFT20 targets.</p> <p>Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 3 4 & 5
Interventions led by ATA	<p>Termly pupil progress meeting evidence the children who need specific interventions to support learning. Interventions are monitored termly and if appropriate IPMs are developed.</p> <p>Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 3 4 & 5
Early years Pupil Premium targeted intervention for EYPP children	<p>Communication and Language- ATA and all staff in EYFS model and develop children's spoken language using strategies learnt on previous trainings such as NELI.</p> <p>Research conducted by the Education Endowment Foundation shows that providing oral language interventions helps pupils make 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,3,4 & 5
New Reading books to support all readers but particularly the lowest 20% of readers.	<p>Children identified in the lowest 20% of readers in each class are supported with focused weekly 1:1 intervention. This is updated every term or sooner if required.</p> <p>Research conducted by the Education Endowment Foundation shows that providing reading comprehension interventions helps pupils make 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 3 4 & 5

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

Budgeted cost: £ 34,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Workers (FSW) and related resources including Jigsaw Club (Nurture based intervention program) and Life Skills alongside other programmes.</p>	<p>Attendance and pastoral need of children and parents/carers, 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 some PP families further highlights the need for specific intervention and support from our FSW.</p> <p>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.</p> <p>Research conducted by the Education Endowment Foundation shows that providing behavioral support helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2 3 4 & 5</p>
<p>Breakfast club</p>	<p>Designed to support families in need of additional support in enabling punctuality and consistent high attendance.</p> <p>Research conducted by the Education Endowment Foundation shows that increasing parental engagement helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2 & 3</p>
<p>Forest Schools plus resources</p>	<p>Pedagogical, evidence-based, learner centered approach to outdoor learning which supports positive SEMH and SEND in a purposeful and calming environment, making a difference and all round improvement in:</p> <ul style="list-style-type: none"> • Confidence: • Social skills: • Communication: • Motivation: • Physical skills: • Knowledge and understanding: <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2 3 & 4</p>

Enrichment activities.	Evidence demonstrates that PP children can be excluded from enrichment activities including residential activities, class trips, instrumental tuition etc. as these cannot be funded by parents/carers or are not valued by parents/carers. This funding stream allows for full inclusion in all these types of activities for all children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2 3 & 4
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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 and those that may emerge during the academic year.

Total budgeted cost: £72,174

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 2021 to 2022 academic year

- All children making expected progress: using the school data pack you can see that there were some strong areas of progress and attainment and some significance strengths to be recognized. However, overall we fell short of all children making the expected progress that we had been aspirational for. This is why this is still a focus for our school going forward with Pupil Premium funding and part of our SDP priorities.
- Attendance figures did not meet the aspirational targets we set for all children and Pupil Premium children last year. Attendance is below the average for all children 79% of pupil premium children have attendance at below 96% with 19% of pupil premium children having attendance below 90% for 2021-2022. Due to this knowledge, we will re-focus our attention on attendance and punctuality as a focus for our school not only in the Pupil Premium strategy but also as part of our SDP as it is integral to priority 3. The attendance and punctuality policy has been reviewed and will be implemented more effectively and consistently.
- We were able to support children's SEMH through providing nurture support in the form of a highly skilled FSW and this had a positive impact on children and families. As we know this is of high importance in our school and has benefits for all of our children and families. It also impacts positively on teacher work load from a pastoral perspective. The capacity of the FSW role will be increased for the next academic year with the employment of a second FSW to add more impetus and capability.
- Reading data did not improve in all key stages in line with our aspirations as can be seen from our data pack. Exceptional outcomes were seen in Key Stage 2 but this needs to be replicated throughout school. This has meant that Reading continues to be of significant importance in our Pupil Premium strategy and our SDP as seen by priority 2.
- Improved self-esteem and motivation can be seen in school through positive attitudes towards learning and good behaviour for learning seen during routine monitoring and pupil voice.
- Parental engagement improved towards the end of the year and will be a high priority going forward as we are able to host face to face, parent consultations and offer more opportunities for parents to be part of school life such as stay and learn sessions.
- Last year we struggled to maintain the focus and impetus needed on Pupil Premium due to turbulent staffing. We had some positive outcomes such as the ability to continue with nurture support despite a reduced timetable and good behaviour for learning from all children. Over the next academic year there needs to be a much more effective Pupil Premium strategy that is monitored and evaluated consistently and regularly.

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
Accelerated Reader	Accelerated Reader
PIVATS	PIVATS
Sports coach	Coach Gunn
Rapid recall	Rapid recall
The Write Stuff	Jane Considine

Maths Mastery & Support	White Rose maths
Forest schools	A McGregor

