

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Archbishop Benson Primary School
Pupils in school	412
Proportion of disadvantaged pupils	69 17%
Pupil premium allocation this academic year	£87,422
Academic year or years covered by statement	2020-2021
Publish date	01 November 2020
Review date	01 October 2021
Statement authorised by	Helen Giblett
Pupil premium lead	Holly Taylor-Browning
Governor lead	Jenny Webster

Disadvantaged pupil progress scores for last academic year

Measure	Progress over time (calculated using points progress)
Reading	0
Writing	0
Maths	0

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	20%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme of RWInc effectively. Develop the role of phonics lead to ensure consistency across the school.
Priority 2	Develop the role of the Inclusion Manager to support families in engaging and attending. Supporting challenging behaviour in school, to get children ready to access learning in school. Supporting staff and parents in upskilling them to support pupils with maximum effect.
Priority 3	Pastoral, social and emotional support, intervention, nurture groups and activities for Service Pupil

	Premium, in addition to any academic need.
Barriers to learning these priorities address	Consistent whole school approach. Staff training and knowledge. Raising awareness with parents. A lack of resources. Supporting staff, pupils and parents to enables pupils to access learning effectively.
Projected spending	£49,188

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Develop a whole school understanding and use of Metacognition as part of a Behaviour for learning review.	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme of RWInc effectively. Develop the role of phonics lead to ensure consistency across the school.
Priority 2	Secure subject leadership in reading, writing and phonics to ensure consistency and consistent use of working walls.
Barriers to learning these priorities address	Inconsistencies in assessment, prior gaps in learning due to lockdown, inconsistent approaches to teaching, inconsistencies in timetabling daily phonics sessions, inconsistencies in having and/or use of working walls.
Projected spending	£10,846

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use White Rose for Maths, RWInc for Phonics, Pira and Puma testing packages, Accelerated Reader and Myon for Reading.
Priority 2	Restructure of teaching and learning in Reading. Review all core subjects for pitch, coverage and progression. Develop use of knowledge organisers and our chain curriculum. Implementing the prior work on curriculum intent.
Barriers to learning these priorities address	Encouraging wider reading. Ensuring clear progression for all core subjects across all year groups. Inconstancies in long term planning with a focus ensuring appropriate coverage over the whole school journey for all pupils.
Projected spending	£4,791

Wider strategies for current academic year

Measure	Activity
Priority 1	Developing training to implement a culture of metacognition across the school.
Priority 2	Development of the role of SENDCo and a supporting HLTA for pupils in upper KS2 - intensive support for pupils with complex needs.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils, developing a can do culture for learning.
Projected spending	£36,951

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders Provide staff with release time External advice and support to ensure consistency
Targeted support	Consistency – job shares, part-time subject leaders	External and internal training, curriculum leader release time for monitoring, regular staff meetings, opportunities for

		sharing best practise. Staff released to observe best practise at other schools. Funding from governors for resources.
Wider strategies	Engaging the families facing most challenges	Release time for leaders. SENDCo and Inclusion manager training and support for staff when engaging with families. Support from the EWO.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Decrease in Reading overall with 1 child achieving GD and an increase in writing. Planned Subject leader support for Reading, Writing and Maths.
Progress in Mathematics	Decrease in results from previous year, due to migration of new PP pupils. Planned Subject leader support for Reading, Writing and Maths.
Phonics	No data due to COVID pandemic. Awaiting phonics screening in following year.
Other	N/A due to COVID pandemic.