

# Pupil premium strategy statement

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	<b>Archbishop Benson Primary School</b>
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	98 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	01 December 2022
Date on which it will be reviewed	01 December 2023
Statement authorised by	Helen Giblett
Pupil premium lead	Holly Taylor-Browning
Governor / Trustee lead	Matt Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,600
Recovery premium funding allocation this academic year	£10,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,380

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,510
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## **Part A: Pupil premium strategy plan**

### **Statement of intent**

***'I can do all things through Him who strengthens me'*** (Philippians 4:13)

At the heart of Pupil Premium is the importance of achievement for the life opportunities of our children. Our shared understanding and passion for this, along with our school motto

***'With fun and learning, hand in hand, all things are possible.'***

help us, with the best intent, to plan provision and content and provide a consistent richness of experience across the school for all Pupil Premium and Vulnerable pupils.

We strive to teach and support our Pupil Premium and vulnerable pupils in a way that reflects our shared purpose and Christian ethos, as well as encompassing our school values of Respect, Creation, Fellowship, Wisdom and Hope.

At Archbishop Benson C of E school, we ensure that teaching and learning opportunities meet the needs of all of our pupils. It is our intention to ensure 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 ensure that the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, are looked after by the local authority or are children of armed service personnel. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and Pupil Premium funding will be allocated to individual pupils, groups and classes and whole school approaches where needs are identified. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 seeks to close the gap in early reading development to enable all pupils to access teaching and learning throughout their time at school and to develop a love of reading. We recognise the importance of cultural capital and our curriculum reflects the lived experiences of our pupils, with opportunities for all pupils to develop their knowledge and skills from first-hand experiences in and out of school.

Our strategy is also integral to wider school plans for education recovery, including targeted support for pupils whose education has been worst affected by the onset of the Covid pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. rooted in

## Challenges

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

Challenge number	Detail of challenge
1	Monitoring, assessments, observations, and pupil conferencing indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Transition meetings with Preschool and Early Years providers identifies lower than ARE attainment in the Prime Areas of learning prior to starting to school.
2	Monitoring, assessments, observations, staff and pupil conferencing suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Disadvantaged pupils progress can be slower than that of non-PP and early identification of pupil need will support intervention planning and implementation.
3	Internal and external (where available) assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 3 years (2019-2020, 2020-2021, 2021-2022), between 72-93% of our disadvantaged pupils arrive below age-related expectations compared to an average of 43% of other pupils. This gap remains steady to the end of KS2.
4	Our monitoring, assessments, observations, and pupil conferencing indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

5	<p>Our monitoring, assessments, observations, and pupil conferencing and families have identified social and emotional issues for many pupils, notably pupils who have not had quality social or peer interactions during the pandemic and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>School have identified that are 29% pupils currently require additional support with social and emotional needs and are classed as vulnerable. 49% of Vulnerable pupils are PP and receiving an intervention. 66% of all PP pupils are currently receiving small group interventions.</p>												
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils.</p> <p>7.5% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <table border="1" data-bbox="451 915 987 1052"> <thead> <tr> <th></th> <th>Whole School</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>92.93%</td> <td>90.90%</td> </tr> <tr> <td>2020-2021</td> <td>96.17%</td> <td>92.45%</td> </tr> <tr> <td>2021-2022</td> <td>94.09%</td> <td>93.13%</td> </tr> </tbody> </table>		Whole School	Pupil Premium	2019-2020	92.93%	90.90%	2020-2021	96.17%	92.45%	2021-2022	94.09%	93.13%
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## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Monitoring, assessments, observations, and pupil conferencing observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evidenced through 'Talk for writing'. Evidenced through Voice 21 Oracy assessment Framework.

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/2025 will show that more than 62% of disadvantaged pupils met the expected standard which will be above national average.</p> <p>Continue to close the attainment gap between PP and non-PP in reading.</p> <p>Improvement in phonics screening results with 90% of Year 1 pupils meeting the threshold for the assessment in 2024/25 with more 71% of PP achieving this.</p> <p>Rigorous planning and approaches for teaching reading. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and lesson drop ins.</p> <p>Developing a love of reading and a positive link with home through parent and pupil voice.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall Profile's identify focus pupils. Planned interventions support whole class, small group and individuals.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% to no more than 5.5%</li> <li>• additional support in place to facilitate persistent absents and punctuality for the most disadvantaged</li> </ul>

## 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: **£34,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>(RWInc Phonics, Pira, Puma, White Rose, Accelerated Reader, Star Reader)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Our EoY assessments identify the need to accurately assess and monitor attainment and progress. The start to implementing this last year, highlighted the consistency and accuracy these assessments give to staff in backing up teacher assessments.</p>	<p>1, 2, 3, 4</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Our observations of oracy skills and the impact this has on pupil involvement in lessons, as well as cognition and learning, has led to continuing to implement oral language interventions.</p>	<p>1</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>We have seen the gap begin to close for our most disadvantaged through using this approach and will therefore continue to invest in this.</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of Jigsaw PSHE programme</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>At our school, we have seen the levels of the number of children who have SEL needs increase in recent years. The use of an incremental programme to support continual development throughout the school journey will benefit our pupils.</p>	5
<p>Improve well-being of pupils through quality art based learning and therapy activities with a focus on SEL</p> <p>Employment of TA to run additional sessions for pupils</p>	<p>There is strong TIS and Motional evidence that Arts participation supports the SEL and well-being of pupils which positive impact on their core learning. It can occur as part of the curriculum or as an extra-curricular activity.</p> <p><a href="#">EEF Arts Participation / Toolkit Strand / Trauma Informed Schools: The Adverse Childhood Experiences study, (ACE study)</a></p>	5
<p>Secure subject leadership in Reading and Writing in line with DfE and EEF guidance</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Literacy in KS1</a></p> <p><a href="#">Improving Literacy in KS2</a></p>	3

<p>QFT – staff audits, teacher to teacher coaching, evaluation of best practise and effective T&amp;L approaches, effective planning and Blue-Sky Days</p>	<p>EEF guidance suggests that metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Staff audits and monitoring identified the need to improve the consistency in staff's delivery of QFT for all pupils, to impact our most disadvantaged.</p> <p>Making best use of teaching assistants document.</p>	<p>1, 2, 3, 4</p>
<p><u>Learning environments</u></p> <p>Literacy and Maths trolleys/resource station</p> <p>Resources – History, Geography,</p> <p>Feel Good Friday – resources boxes</p>	<p><a href="#">Special Educational Needs in Mainstream schools – 5 A Day Principle   Education Endowment Foundation   EEF</a></p> <p><a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>

**Targeted academic support (for example, tutoring, one-to-one**

**support structured interventions)**

Budgeted cost: **£44,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sign up to Voice 21 Oracy project to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://voice21.org/understanding-oracy/">https://voice21.org/understanding-oracy/</a></p>	<p>1, 4</p>
<p>Wave 1 and 2 interventions Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will follow on from RWInc phonics sessions in the form of phonics tutoring</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>HLTA employed for working with groups or 1:1 disadvantaged pupils to close the gaps and develop opportunities for pupils to make accelerated progress.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Specialist Speech and Language provision from a registered SAL Therapist to develop the oracy of pupils with identified SAL needs who do not meet the NHS threshold</p>	<p>Oral language interventions have a huge impact on the academic attainment of pupils who have lower oracy skills. Research identifies this as a valuable way to support learner's use of vocabulary.</p> <p><a href="#">Oral language interventions / EEF / Literacy Toolkit</a></p>	<p>2</p>

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

Budgeted cost: **£86,160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Development and implementation of new behaviour policy, rollout across the school and additional training for all staff</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training (e.g. attendance safe guarding briefings) and release time for staff to develop and implement new procedures in accordance with the develop the new role of the Deputy Head teacher and the Inclusion Manager to work alongside the EWO to track and respond to trends and variations in attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Development of Pupil Premium and Disadvantaged Half Term Sports club funded by the school. We recognise that for some of our most disadvantaged pupils school can be a very challenging place. The development of a sports club offers those children and their families an additional positive link with school, which will impact on their academic attainment.</p>	<p>There is some evidence to suggest that physical activities have important benefits in terms of health, wellbeing and physical development which in turn benefits the core academic attainment of pupils, particularly in literacy and mathematics.</p> <p><a href="http://educationendowmentfoundation.org.uk">Physical activity / EEF (educationendowmentfoundation.org.uk)</a></p>	5

<p>Inclusion team TA's working to support the mental health and wellbeing of our most vulnerable and disadvantaged pupils as well as a focus on their academic attainment and progress.</p> <p>Inclusion lead 1x day a week</p> <p>Inclusion HLTA 1x day a week</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>5 4</p>
<p>Boxall Profile training for two leads and training for staff – social and emotional learning to support whole class and groups</p>	<p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £**

## **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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Disadvantaged pupils current attainment for the last academic year:

Measure	Previous years attainment (EoY5)	Attainment from SAT's
RWM % achieving expected standard or above in reading, writing & maths	7%	40% of pupils at ARE RWM
Reading % at expected+ attainment in reading	36%	67% of Pupils
% at greater depth in reading	0%	20%
Writing % at expected+ in writing	14%	47% of Pupils
% at greater depth in writing	0%	0%
Mathematics % at expected+ in mathematics	14%	67% of Pupils
% at greater depth in mathematics	0%	7%

Disadvantaged pupil performance overview for the last academic year:

Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	0%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose Maths.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired a PP HLTA for an afternoon a week dedicated to the emotional wellbeing and for 2 other half days a week dedicated to the academic achievement of service children. They help pupils create 'photo books' as gifts for their families who may be deployed, and are going to make photo journals to stay connected to their deployed parents and remember positive times when the family were and will be together again.</p> <p><a href="#">Collaborative learning approaches   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

## Further information (optional)

## **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

## **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We plan to review our evaluation framework over this academic year to ensure we have a robust and secure framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.