# Benwick Primary School - Pupil Premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2026 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 | Benwick Primary School |
| Number of pupils in school  | 100 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2026 |
| Date this statement was published (revised) | December 2024 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | CTalbot |
| Pupil premium lead | T Millican |
| Governor / Trustee lead | Rob Glozier |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 50,930.60 |
| Recovery premium funding allocation this academic year | £49.00 |
| School Led Tutoring Grant | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 13,861.00 |
| **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 |  64,840.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Benwick is a small rural village school situated between Chatteris and March. Benwick Primary School is committed to equal opportunities for all. Our School Values:RESPECT- RESPONSIBILITY -HONESTY- RESILIENCE - COMMUNITYAt Benwick, our targeted and strategic use of Pupil Premium supports us in achieving our school aims for all pupils to develop into happy, well-rounded individuals who reach their own full potential. Our strategies, including to ensure children make accelerated progress, particularly in maths and English, are included in our plan as well as our whole school Recovery and School Development Plan.Our strategy incorporates the tiered model as outlined by the EEF as best practice:Tier 1: High Quality TeachingContinued focus on further improving quality first teaching, including the mastery principles, to ensure that all children receive effective teaching which meets their needs. Our adoption of the CUSP curriculum, incorporating Rosenshein’s principles of instruction, have supported the development vocabulary, long term memory and skill development. Tier 2: Targeted Academic SupportChildren in need of additional support, identified through assessment will receive:Additional 1:1 or group support facilitated by teaching assistants or qualified teachers, this may be part of school led tutoring.Shine interventions or those identified by Cambs SEND team or the school SENDCo will be used. Tier 3: Wider StrategiesSocial, emotional and behavioural needs are a key barrier to supporting our vulnerable children and the school uses the STEPS therapeutic approach to support children utilising support from the Specialist Teaching Team at CCC. High levels of Teaching Assistant support are required to facilitate this.  |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Social, emotional and mental health issues have presented as a key challenge which have potential to impact behaviour – low levels of resilience, poor confidence level & self-esteem.  |
| 2 | Language skills due to poor vocabulary knowledge – this can slow comprehension and writing progress. Including phonics and reading.  |
| 3 |  High levels of SEND 20%, significantly higher that National average 12.6% |
| 4 | Low parental aspirations and engagement in pupil learning |
| 5 | Attendance rate of PP children – (Summer 2024 FSM 93.04%)  |

## 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 |
| Improve end of Key stage outcomes (attainment and progress) in Maths and English | * PP children’s progress and attainment is in line with National non-PP figures
* Standardised scores (TESTBASE, STAR Reader), validated data
* Teacher assessment
* Workbook scrutiny
* Pupil voice
* Writing Moderation
* Subject Lead monitoring
 |
| SEMH issues - *Mental health and resilience issues which impact on attainment and progress decreases and children become more independent at self-regulated*. | * Children become more independent at self-regulation of emotions and behaviours.
* Additional adult support to facilitate emotional development, small group work and to provide associated staff training to deliver these sessions effectively.

 Ongoing STEPS training for tutors and staffDot B -Mindfulness trainingNurture ClubELSA1:1/Group TA supportPupil voice dataBehaviour & Wellbeing Policy |
| * Improved verbal language which is transferred to reading and writing skills-
 | Improvement in standardised scores- Tetbase, language links, PHaB testing, Boxall Profiling results to improve.* Reading age improvements
* AR star reading test improvements
* Continuation No-Nonsense spelling system across the school.
* Training for all staff for Talk Boost (Jan 2022).
* Continuation of Letterjoin handwriting scheme
* CUSP vital vocab within CUSP curriculum
* Pupil Voice
* Pupil workbook scrutiny
* Introduction of CUSP Reading and Writing
 |
| Levels of pupil resilience to improve | TA deployed across each classroom to support learners using a range of strategies.Some 1:1 support with EHCPsUse of CUSP curriculum resources ( Vital vocab, knowledge notes, access to Curriculum Visions)Use of Growth Mindset language and displays across the school.School assemblies – focus on key school valuesNHS Brain Buddies programmePlayground zoning to Improve participation and purposeful play leading to Improved wellbeing. |
| Attendance rate of pupil premium children improves | Attendance of PP children is in line with non PPAttendance awardsAttendance system supported by LA Attendance officer: letters, meetings, fixed penalty noticesNew attendance policy 2024Home visits as requiredReferral to EIFAEHA as required |

## 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 (CPD, recruitment and retention)

Budgeted cost: £32,500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High quality CPD for staff, including phonics, curriculum, language development, behaviour & wellbeing | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>Tier 1 of EEF Tiered Approach- ‘ensures that every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils and particularly the disadvantaged pupilsamongst them.’ | 1,2,3 |
| Purchase high quality resources to support targeted teaching, learning, assessment and feedback | Tier 1 of EEF Tiered Approach- ‘ensures that every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils and particularly the disadvantaged pupilsamongst them.’<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 2,3,4 |

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

Budgeted cost: £18,470

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Toe-by-Toe/ ERT | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 & 3 |
| Focused provision groups | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2,3 |

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

Budgeted cost: £13,870

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| STEPs | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>Tier 3 of EEF Tiered approach – this project gives us a structured way ‘to support children to articulate and manage their emotions, deal with conflict, solve problems, understand things from anotherperson’s perspective, and communicate in appropriate ways.’ | 1 and 3 |
| SEMH/PSHE  | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>Life Education bus- particular focus on health, anti-bullying, drugs & alcoholAnti-bullying and Personal safety events | 11 |
| Inspirational visitors & arts events | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 4 |
| Attendance monitoring & support | <https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5 |

**Total budgeted cost: £** 64,840

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 2023-24 academic year.

|  |
| --- |
| *ELSA provision has continued to support a large number of vulnerable pupils during the year.* *Internal data, comparing with end of year Y6 SATs data demonstrates progress in all subjects. In writing, 50% were below expected standard, 25% working towards and 25% at. At the end of KS2 50% were working towards and 50% at expected standard. In SPAG, 75% were working towards and 25% at. By the end of KS2, 50% were working towards and 50% at. In reading, 25% were working below, 50% working towards and 25% at. By the end of KS2, 75% were working towards and 25% at. In maths, 25% were working below, 25% working towards and 50% at. By the end of KS2 50% were working towards, 25% at and 25% at greater depth.* *Teacher assessment in year 2 showed 60% of pupil premium pupils working towards and 40% at expected standard for writing, phonics and reading by the end of Key Stage 1. In maths, 40% were working towards and 60% working at the expected standard by the end of Key Stage 1. This was good progress from the start of the year with 80% working towards and 20% at expected standard for writing, phonics and reading and 60% working towards and 40% at in maths.*In EYFS there were no pupil premium children.The number of pupils with SEND in school has increased since the start of this strategy. It is now at 30%. Nationally the percentage is 16.3%.The attendance rate for Pupil Premium children was 93.04% last academic year. This compared to 96.35% for Non Pupil Premium. |

## 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 |
| Letterjoin | Letter join |
| No nonsense spelling | No nonsense spelling |
| Language Links | Language Links Infants |
| Art Therapy | Blue Smile |
| X Table Rockstars/ Number bots | Maths Circle Ltd |
| Accelerated Reader | Renaissance |
| Read, Write, INC | Ruth Miskin |
| White Rose maths | White Rose Education |
| CUSP Curriculum | Unity Schools Partnership |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |