



# Benwick Primary School - Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	99
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	CTalbot
Pupil premium lead	KPiper/CTalbot
Governor / Trustee lead	Rob Glozier

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,200
Recovery premium funding allocation this academic year	Recovery £2,393
School Led Tutoring Grant	£2,244
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<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	£53,837.00

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## 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 - COMMUNITY

At 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 Teaching

Continued 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 Support

Children 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 Strategies

Social, 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 than National average 12.6%
4	Low parental aspirations and engagement in pupil learning
5	Attendance rate of PP children – (Summer 2021 FSM 93%)

## 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	<p>PP children's progress and attainment is in line with National non-PP figures</p> <p>Standardised scores (PIRA, PUMA, GAPS, STAR Reader), validated data</p> <p>Workbook scrutiny</p> <p>Pupil voice</p>
<p>SEMH issues - <i>Mental health and resilience issues which impact on attainment and progress decreases and children become more independent at self regulation.</i></p>	<p>Children become more independent at self regulation of emotions and behaviours.</p> <p>Additional adult support to facilitate emotional development, small group work and to provide associated staff training to deliver these sessions effectively.</p> <p>Ongoing STEPS training for tutors and staff</p> <p>Blue smile for identified individuals (play therapy)</p> <p>Dot B -Mindfulness training</p> <p>Nurture Club</p>

	<p>ELSA</p> <p>1:1/Group TA support</p> <p>Pupil voice data</p> <p>Behaviour &amp; Wellbeing Policy</p>
Improved verbal language which is transferred to reading and writing skills-	<p>Improvement in standardised scores- PIRA, language links, PHaB testing, Boxall Profiling results to improve.</p> <p>Reading age improvements</p> <p>AR star reading test improvements</p> <p>Shine intervention in English - closing the GAP.</p> <p>Introduction of No Nonsense spelling system across the school.</p> <p>Training for all staff for Talk Boost (Jan 2022).</p> <p>Introduction of letterjoin handwriting scheme</p> <p>CUSP vital vocab within CUSP curriculum</p> <p>Pupil Voice</p> <p>Pupil workbook scrutiny</p>
Levels of pupil resilience to improve	<p>TA deployed across each classroom to support learners using a range of strategies.</p> <p>Some 1:1 support with EHCPs</p> <p>Use of CUSP curriculum resources ( Vital vocab, knowledge notes, access to Curriculum Visions)</p> <p>Use of Growth Mindset language and displays across the school.</p> <p>School assemblies – focus on key school values</p>
Attendance rate of pupil premium children improves	<p>Attendance off PP children is in line with non PP</p> <p>Attendance awards</p> <p>Attendance system supported by LA</p> <p>Attendance officer: letters, meetings, fixed penalty notices</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 (CPD, recruitment and retention)

Budgeted cost: £31,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost training for all staff	Training for staff so that: All infant children assessed as a baseline. Interventions recommended <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2
Language Links		
High quality CPD for staff, including phonics, curriculum, language development, behaviour & wellbeing	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  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 pupils amongst 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 pupils amongst them.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2,3,4

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

Budgeted cost: £ 19,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine-Maths/English  Toe-by-Toe/ERT	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2 & 3
School Led Tutoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2,3
Talk boost	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2,3
Focused provision groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2,3

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

Budgeted cost: £10,42.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Blue Smile	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 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 another person’s perspective, and communicate in appropriate ways.’	1
STEPS	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> 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 another person’s perspective, and communicate in appropriate ways.’	1 and 3
DOT B Mindfulness	Mindfulness (Staff training + 6 sessions for KS2 children) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 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 another person’s perspective, and communicate in appropriate ways.’	1,2



SEMH/PSHE	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  Life Education bus- particular focus on health, anti-bullying, drugs & alcohol Anti-bullying and Personal safety events	1  1
Inspirational visitors & arts events	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
Attendance monitoring & support	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5

**Total budgeted cost: £ 53, 837**

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 2021-22 academic year.

*Due to COVID-19, performance measures have not been published for 21-22 and results will not be used to hold schools to account.*

*ELSA provision has been very successful with additional capacity being created to cater for a greater number of children requiring this for 22-23.*

*Internal data, comparing with end of year SATs data demonstrates all pupils in Y6 steadily increasing their standardised scores in all subjects. 100% of pupil premium pupils achieved at least expected levels in all subjects in SATs and Greater Depth in writing.*

*Internal data demonstrates 100% of pupils in year 2 increasing their standardised scores across the year, with 50% gaining an expected level in maths SATs, 75% gaining expected in reading and 50% gaining expected in writing.*

*In phonics check 1 of 2 pupil premium but non SEN pupils passed the check. 100 % made good progress using internal data.*

*In EYFS 100% of pupil premium pupils made at least expected progress, using internal data from their starting points on entry to EYFS.*

## 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*

<b>Programme</b>	<b>Provider</b>
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
Whiterose maths	Whiterose

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Blue Smile Art Therapy
What was the impact of that spending on service pupil premium eligible pupils?	Positive feedback from pupils/parents/therapist 100% satisfaction.