



Benthal Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	Benthal Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Louise Drew
Pupil Premium Lead	Anna Jassim
Governor Lead	Stella Sandford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 168,780
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£186,035

Part A: Pupil premium strategy plan

Statement of intent

To ensure outcomes for all end of phases for all core subjects, are more in line with national average measures, including disadvantaged pupils (especially SEND support) and other key groups

To ensure all staff, pupils and parents work within an integrated model to impact positively on driving school improvement in key areas of attendance and punctuality

To provide learners with the skills to develop and broaden their own talents to become future valued citizens

Challenges

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

Challenge number	Detail of challenge
1	SEND
2	Attendance & Punctuality
3	Lack of Cultural capital

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 outcomes for all pupils, to increase the number of pupils achieving at age expected, especially vulnerable groups	<ul style="list-style-type: none">Teaching and learning through 'adaptive teaching' approaches that meets the needs of all children and ensures good or better progressSupport staff are confident in supporting pupils learning effectivelyChildren are remembering more and can demonstrate knowledge and skills through discussionTeacher assessment is consistent with NC objectives and outcome expectations through internal moderation by senior leadersGood and outstanding practitioners disseminate effective teaching and learning strategies and practices to other colleagues, leading to improvement in teaching and learning overallAttendance is more in line with national averages and 'lates' are greatly reducedMonitoring systems are used effectively to increase opportunities for identified pupils
Improve attainment for all SEND Support pupils to increase combined overall outcomes particularly KS2 SATS outcomes	
Improve attendance & punctuality overall for all pupils	
Increase opportunities for extra-curricular activities during the school day, not just after school	

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Activity	Costings	Evidence that supports this approach	Challenge number(s) addressed
Retention of High Quality Staff	£97,419	<p>Ensure that Adaptive Teaching and learning is robust and meets the needs of all children in order to gain good or better progress</p> <p>Quality CPD impacts directly on teaching and learning with improved pupil outcomes (attainment and progress) for all</p> <p>All training and provision is up-to-date</p>	1 2 3
HE CPD Package	£3,160		
HTSA CPD Package	£3,000		
Web and Online CPD	£1391		
Curriculum Development & yearly subscriptions	£2,811		

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

Activity	Costings	Evidence that supports this approach	Challenge number(s) addressed
One teachers to deliver Additional Maths Booster for Year 6 once a week x 10 sessions after school for Spring term	1 hour at £30 per week= £30 x 10 weeks = £300+ on costs= £500	<p>Previously in 2022-23</p> <ul style="list-style-type: none"> The sessions went ahead and were regularly attended by the targeted pupils for the duration of the sessions 79% of Year 6 pupils met the Expected Standard (59% of PPG met the expected standard, the national expected standard for PPG was 59%) Benthall children working at the Higher Standard was 25% (18% for PPG pupils at Benthall, 13% for PPG nationally) In school data between the end of Spring and the end of Summer shows that in Year 4 (now Yr5) 71% of PPG pupils met the expected standard in maths attainment; in Year 5 (now Yr6) 90% of PPG pupils met the expected standard 	1
Two teachers to deliver Additional Maths Booster for Year 3 & 4 once a week x 10 sessions after school for Spring term	2 x 1 hour at £30 per week= £60 x 10= £600 + on costs= £800		
Three TAs to support additional maths booster for Year 3, 4 and 6 once a week x 10 sessions after school for Spring term	3 x 1 hour at £20 per week= £60 x 10 =£600 + on costs = £800		
One TA delivering 1 st Class @Number for Year 2 and 3 for 8 sessions each	£7,590	<p>In the previous academic year Sept 21-July 2022</p> <p>The then Year 3 cohort (now Yr5) the attainment gap between PPG and non-PPG pupils had a sharp decrease from 30% gap in Autumn to a 5% gap at the end of the Summer term.</p>	

Additional English tuition for targeted Year 5 & 6 pupils (Literacy Pirates) once a week for 1 year	£1750	<p>Previously in 2022-23</p> <ul style="list-style-type: none"> Went ahead and was well attended by the targeted pupils for the duration of the sessions In school data shows that in Year 5 (now yr 6) 75% of PPG pupils met the expected standard in reading and writing. Year 6 SATS outcomes 71% of PPG pupils met the expected standard and 65% in writing compared with the national picture of 60% of PPG nationally in reading and 58% nationally in writing
One teacher supporting KS1 pupils in homework club for 1 hour once a week x 10 sessions	10x £30= £300 + on costs=£500	
Additional Teacher for Year 6 to have a daily reading group	£12,330	<p>Previously in 2022-23</p> <ul style="list-style-type: none"> 71% of year 6 pupils met the Expected Standard in reading (71% of PPG pupils met the expected standard) the national picture for reading was 73% (the national expected standard for PPG was 60%)
Additional Teacher to support with training, delivery and assessment of phonics pupils x 3 days a week	£31,045	<ul style="list-style-type: none"> Our 2023 Phonic results show that half of the cohort reached the expected threshold in Year 1 Those pupils that did not meet the threshold will be re-tested in June 2024, whilst they are in Year 2
One teacher to support targeted pupils in yr 1 and 2 in phonics 30 mins x once a week in Autumn 2 and Spring 1 & 2	1 x 30mins at £15 per week= £15 x 25 weeks = £350+ on costs= £550	
Daily 1:2:1 RW Inc Phonics for targeted pupils in Year 1 & 2x3	£9,345	

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

Activity	Costing	Evidence that supports this approach	Challenge number(s) addressed
Prizes for targeted pupils/families to improve attendance during hot spot times of the year for poor attendance	£300	<ul style="list-style-type: none"> Attendance rates are improving over time because the school has strong and effective strategies in place to monitor attendance. We have tight systems for monitoring attendance and intervening earlier, specifically for a number of our disadvantaged families. We are committed to ensuring that our attendance rates become more in line with national average measures, pre-COVID 	2
100% attendance winners trip each term	£300		

Four reduced rate spaces for PPG pupils to participate in woodwind instrument lessons 30 mins x 1 a week for this academic year	£20 reduction per lesson x 4 children= £80 x 30 weeks across the year = £2,400	<ul style="list-style-type: none"> All allocated spaces for peripatetic music lessons were taken and all pupils including PPG pupils received weekly sessions, sheet music and activities for practice were provided by the tutors Residential trips were organised for all pupils in years 4 to attend Kench Hill outdoor centre. And Year 6 pupils to Cuffley's outdoor centre. This was to promote well-being and outdoor learning as well as to support social development with a focus on essential skills such as speaking, listening, teamwork and leadership skills that would foster resilience and creativity. 1:1 support was also provided for PPG pupils with EHCPs to attend with their peers. Panto performances took place in the school and at the theatre 	3
Four reduced rate spaces for PPG pupils to participate in Ukulele lessons 30 mins x 1 a week for this academic year	£25 reduction per lesson x 4 children= £100 x 30 weeks across the year= £3,000		
Four reduced rate spaces for PPG pupils to participate in Brass instrument lessons 30 mins x 1 a week for this academic year	£20 reduction per lesson x 4 children= £80 x 30 weeks across the year = £2,400		
Four reduced rate spaces for PPG pupils to participate in keyboard instrument lessons 30 mins x 1 a week for this academic year	£25 reduction per lesson x 4 children= £100 x 30 weeks across the year= £3,000		
Reduction of £100.00 per PPG child for residential to Cuffley Active Centre for Year 6	22 x £100.00= £2,200		
Reduction of £60.00 per PPG child for residential to Kench Hill for Year 4	30 x £60.00= £1,800		
Free spaces for theatre/panto opportunities and trips	£500		
Kids Network Mentoring Programme for 1 year x 5 places for targeted pupils in Year 5 & 6	£1750		

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 2022-2023 academic year.

Evaluation of- Teaching (for example, CPD, recruitment and retention)

- Recruitment of High Quality Staff **IMPACT-** staff consistently demonstrate good to outstanding practice with equality of opportunity for all children, a strength. All children are provided with high quality learning experiences according to need and ability. Staff turnover is very low in the school. **Staff said that school leaders listen to them and consider their workload and well-being. They also said that they appreciate the range of professional development opportunities that leaders provide,** (OFSTED June 2023)
- Purchase of CPD packages for staff- **IMPACT** used for improving and sharing good practice, in-house, in person and on-line training
- Curriculum Development **IMPACT-** A combination of delivering the curriculum with daily stand-a-lone lessons and block teaching for specific subjects in the afternoons has resulted in the children making at least good progress. **The school has designed a broad curriculum that ensures that pupils have the time to study all subjects with sufficient rigour,** (OFSTED June 2023) **In History thinking is well developed outlining what pupils need to know in each topic and the key vocabulary pupils should understand and remember,** (OFSTED June 2023)
- Subject Leader Support **IMPACT** -Subject Leaders have delivered high quality training across the year and given peer-to-peer support in order to raise and sustain standards. Timetabled release time during the day has enabled leaders to monitor standards and speak to pupils about their learning. They have attended subject leader forums to keep their own practice up-to-date. **Teachers explain new information clearly, and check that pupils understand what they have been taught,** (OFSTED June 2023) **Teachers have appropriate subject knowledge, Subject specialist staff bring very strong subject expertise,** (OFSTED June 2023)

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

- Additional Teacher for Year 3 to have small groups for reading , writing and maths in the morning and then 1-2-1 tutorials in the afternoon (3 days a week) **IMPACT-** due to staff sickness absence this intervention did not occur
- Two teachers to deliver Additional Maths Booster for Year 6 once a week x 10 sessions after school for Spring term **IMPACT-** 79% of Year 6 pupils met the Expected Standard (59% of PPG met the expected standard) the national picture for maths was 73% (the national expected standard for PPG was 59%) Benthall children working at the Higher Standard was 25% (18% for PPG pupils at Benthall) compared with the national figure of 24% (13% for PPG nationally)
- Maths Booster sessions after school delivered by five teachers with three TAs to support **IMPACT-** went ahead and was regularly attended by the targeted pupils for the duration of the sessions – in school data between the end of Spring and the end of Summer shows that in Year 4 (now Yr5) 71% of PPG pupils met the expected standard in maths attainment; in Year 5 (now Yr6) 90% of PPG pupils met the expected standard
- Daily 1:2:1 RW Inc Phonics for targeted pupils **IMPACT-** 55% of PPG children passes the phonic reading check in Year 1
- Additional English tuition for targeted Year 5 & 6 pupils (Literacy Pirates) once a week for 1 year **IMPACT-** went ahead and was well attended by the targeted pupils for the duration of the sessions- in school data shows that in Year 5 (now yr 6) 75% of PPG pupils met the expected standard in reading and writing. Year 6 SATS outcomes 71% of PPG pupils met the expected standard and 65% in writing compared with the national picture of 60% of PPG nationally in reading and 58% nationally in writing
- Stride Ahead comprehension intervention for targeted KS2 pupils **IMPACT-** 71% of year 6 pupils met the Expected Standard in reading (71% of PPG pupils met the expected standard) the national picture for reading was 73% (the national expected standard for PPG was 60%). Benthall children working at the Higher Standard was 27% (24% for PPG pupil at Benthall) compared with the national figure of 29% (17% for PPG nationally)
- Book Trust 'Letter box' Club for Year 1 & 2 (70 pupils) pupils for a 6 month subscription **IMPACT** – this action was changed to Reception pupils not Year 1 & 2, whom had this intervention the previous years. The Benthall Literacy GLD was 70% in Reception which is comparable to the national picture for Reception pupils at also 70% for Literacy GLD.

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

The 'Behaviour for Learning' and 'Cultural Capital' is a strength of the school. **Leaders have high expectations of pupils and they expect pupils to work hard. Pupils meet these expectations. They do so by focusing in class and by behaving in a kind and thoughtful manner,** (OFSTED June 2023)

We provide extra-curricular opportunities in order to develop pupil talents offering a range of music and singing lessons for all and instrument instruction for KS2 pupils, this includes recorders and then groups learning the violin, cello, flute & clarinet, saxophone, trombone, trumpet & tenor horn and Ukulele We also provide swimming lessons for Year 4 pupils and ½ term of sailing for Year 5 & 6 pupils. **Leaders arrange many visits and educational outings for pupils. The personal development programme is wide-ranging,** (OFSTED June 2023) **Leaders organise visits to theatres, live-music events and local libraries. Pupils attend after-school clubs, such as street dance, cooking, sewing and tennis,** (OFSTED June 2023)

The school has provided for all PPG pupils to attend play centre provision at a reduced rate
All the clubs have a proportion of PPG pupils attending the clubs

- Sport's Related Clubs 47%
- The Arts related clubs 37%
- Cooking Clubs 43%
- Coding & Lego Clubs 17%

Overall 40% of children attending after school clubs were PPG pupils

- The number of places taken up by Pupil Premium pupils for peripatetic music lessons was 80% for Woodwind instruments; 60% for Ukulele; 50% for Brass lessons and 30% for stringed instruments. All pupils attended weekly lessons.
- Residential visits were organised for all pupils in years 4 & 6 to attend Kench Hill & Cuffley's outdoor centre. This was to promote well-being and outdoor learning as well as to support social development as part of secondary transition.
- Panto performances took place in the school & in a theatre experience
- All five places for the Kids Network Mentoring programme were taken up by PPG and those that were PPG & SEND in Year 5 & 6. Each term updates were given to the DHT on how the mentoring programme was going. All pupils and their families maintained the link in order for their child to attend throughout the programme.

IMPACT- the Mental Health & Well-Being of the pupils Well-Being surveys conducted prior to the pandemic, during national lockdowns and full return to school have highlighted an increase in positive well-being and 100% of children feeling safe in school. ***They (pupils) are safe and they said they enjoy attending school,*** (OFSTED June 2023) ***Many parents and carers commented that this is a friendly school and that pupils make friends easily,*** (OFSTED June 2023)

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
N/A	