



Benthal Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	310 (based on last year's numbers)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	17 th December 2021
Date on which it will be reviewed	17 th December 2022
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	£ 153,330
Recovery premium funding allocation this academic year	£16,530 (provisional)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 169,860

Part A: Pupil premium strategy plan

Statement of intent

To ensure outcomes for all end of phases for all core subjects, especially KS2 reading are more in line with national average measures, including disadvantaged pupils (especially boys) 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 mental health and well-being

To provide learners with the skills to develop their own talents, to be resilient and physically & mentally healthy and to prepare learners for future successes.

Challenges

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

Challenge number	Detail of challenge
1	EAL
2	SEND
3	Emotional Well Being & Behaviour for Learning
4	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 reading in KS2 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 that meets the needs of all children and ensures good or better progressTeachers address children's skills & knowledge learning gaps due to school closures from March 20-July 20 and January 2021 to March 2021 because of COVID-19 pandemicSupport staff are confident in supporting pupils learning effectivelyTeacher assessment is consistent with NC objectives and outcome expectationsOnline moderation system used for assessing writingGood and outstanding practitioners disseminate effective teaching and learning strategies and practices to other colleagues, leading to improvement in teaching and learning overall
Improve outcomes across the school for more able and disadvantaged more able pupils in writing	
Establish approaches for teaching mastery and assessing pupil progress and outcomes in maths.	
Establish PSHE provision across the school in light of the statutory changes for September 2021	
Every day practice reflects a clear and strong focus on trauma, resilience and emotional well-being to support children's behaviour	<ul style="list-style-type: none">Parents and pupils' views contribute to the school improvement process i.e evaluating Benthal's Well-Being, Safeguarding and

Embed opportunities to work in partnership with pupils and parents to secure their views and opinions regarding provision.	SEND provision. <ul style="list-style-type: none"> • Leaders use effective monitoring cycles to ensure strong impact of interventions for all and specifically vulnerable pupils
Every day practice reflects a clear and strong focus on trauma, resilience and emotional well-being to support children's mental health	<ul style="list-style-type: none"> • Leaders ensure we have CPD systems in place to ensure that every school adult has the necessary skills to deliver the required interventions and to acknowledge a variety of issues may occur due to national school closures
Embed process for the identification and assessment of mental health, provision and resources	<ul style="list-style-type: none"> • Leaders ensure arrangements for the provision for well-being and mental health are fully embedded. • Leaders ensure that pupils have an improved resilience for learning and socialising

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: £ 23,595.98

Activity	Costings	Evidence that supports this approach	Challenge number(s) addressed
CPD Training for 1 st Class @Number for 5 members of staff for targeted pupils in Year 1,2 and 3	£3000	<p>In school summer exit data shows that current Year 1, 2 and 3 need more support in maths across the cohort due to national school closures , bubble closures because of COVID 19.</p> <p>Benthal matches the national picture of gaps in children’s maths knowledge and skills across the UK</p>	1 2 3
Retaining high quality teachers – well-being Team Building Day INSET opportunity to Hackney owned house in Kent	£1200	<p>Well-Being and retaining good to outstanding teachers is the key for children’s success.</p> <p>This was an opportunity to begin the new school year a fresh after the difficulties of the previous pandemic year.</p> <p>Staff needed to come together outside in the countryside to re-establish new class and year group teams in order to start the new academic year strong for the children.</p>	
Curriculum Development & Subject Leader support	£7000	Ensure curriculum coverage and delivery is robust and teachers make links with previous learning to build on children’s skills and knowledge.	
HE CPD Package	£10,000		
The Key and CPD Toolkit yearly subscription	£2,395.98		

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

Budgeted cost: £ 124,4238

Activity	Costings	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher for Year 6 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)	£34,067	Using KS2 2019 SATs result outcomes of pupils having access to an additional teacher: <ul style="list-style-type: none"> Reading Group=8/12 pupils gained NE Writing Group= 9/12 pupils gained NE Maths Group= 11/15 pupils gained NE 	1 2
Additional Teacher for Year 2 & 3 to support literacy and maths (5 mornings a week for 1 year)	£31,795	In school data shows that Year 2 need more support in literacy and maths across the cohort as they were extremely low cohort on entry to Reception in 2019 and have suffered the most with national school closures, bubble closures across 2020 in Reception, into Year 1 and now in Year 2 due to COVID 19. In school data shows that 6 PPG pupils in Year 3 need additional support in literacy and maths.	

Two teachers to deliver Additional Maths Booster for Year 6 once a week x 20 sessions after school for Aut & Spr term	2 x 1 hour at £30 per week= £60 x 20 = £1200+ on costs= £1600	<p>Previously in 2020-21</p> <ul style="list-style-type: none"> Booster sessions were also supported through the use of the 'White Rose' catch-up lessons during school hours. All class teaching began with a mental recall of number bonds and multiplication facts. Maths targets were reviewed and set for pupils with IEPs where appropriate. E0Y results show 67% of year 6 and with 98-100% of year 6 making progress 	
Six teachers to deliver Additional Maths Booster for Year 3,4,5 once a week x 20 sessions after school for spr & sum term	6 x 1 hour at £30 per week= £180 x 20= £3600 + on costs= £4000		
Three TAs to support additional maths booster for Year 3,4 and 5 once a week x 20 sessions after school for spr & sum term	3 x 1 hour at £20 per week= £60 x 20 =£1,200 + on costs = £1600		
Additional English tuition for targeted Year 5 & 6 pupils (Literacy Pirates) once a week for 1 year (2 nd year of subscription)	£4740	<p>Previously in 2020-21</p> <ul style="list-style-type: none"> 9 pupils across years 5 & 6 took part in Hackney Pirates. Pupils had 58 sessions. This consisted of small group work and 1 to 1 sessions. 8 out of 9 of the pupils demonstrated over 90% attendance. All pupils have made significant progress in reading with half of pupils working at age expected and all pupils making at least a year's progress. The project has improved their love of reading and comprehension skills. All pupils have improved creativity in writing with all pupils making at least a year's progress in relation to their starting points. 	
Three TAs delivering 1 st Class @Number for Year 1,2 and 3	£2,124.80x3=£6374.40	<p>Previous success in 2020-21</p> <ul style="list-style-type: none"> Providing 1:1 and small group support for key pupils in years 1 & 2 during the afternoons for 2 days a week 	
Daily 1:2:1 RW Inc Phonics for targeted pupils in Year 1 & 2 x 4	£2,124.80 x 4 =£8,499.20	<p>Our 2019 Phonics results demonstrate this approach is successful</p> <ul style="list-style-type: none"> 83% passed the Yr 1 Reading Phonic Check PPG pupils outperforming non PPG pupils by 1% 5/6 = 83% Yr 2 retakes passed 	
Stride Ahead comprehension intervention for targeted KS2 pupils	£2,124.80 x 4 =£8,499.20	<p>Previously in 2020-21</p> <ul style="list-style-type: none"> Targeted pupils made some progress however did not reach age related expectation 	
Book Trust 'Letter box' Club for Year 2 & Reception pupils for a 6 month subscription	£135 per child= x 72 children= £9720	<p>Previous success in 2020-21</p> <ul style="list-style-type: none"> Using 'Letterbox Club' book packs opportunities provided for 7 targeted pupils in year 3 to support with developing interests and reading stamina for fiction and non-fiction texts. The program also supported reading at home. 4 pupils are reading at age expected by the end of the academic year. 'Letterbox Club' book club for all 42 pupils in Reception to support with home reading and promote parental engagement. 84% of the cohort achieved GLD in Reading by the end of the year. 	1 2 4
One member of staff delivering Learning Skills Interventions- Memory & Listening Skills x 2. 5days a week for targeted pupils in Year 5 & 6	£13,529	<ul style="list-style-type: none"> Interventions delivered allows access in class as the skills focused are transferable in class as teachers are going anecdotal evidence from teachers shows improvements in turn taking, speaking in class and taking risks to answer questions or give opinions 	1 2 3

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

Budgeted cost: £20,670

Activity	Costing	Evidence that supports this approach	Challenge number(s) addressed
10 Free places for after school clubs for PPG	£4000	<ul style="list-style-type: none"> Peripatetic music lessons continued on line from January 2020 and were resumed as face to face sessions from mid-March. All PPG pupils received weekly sessions and sheet music and activities for practice were provided by tutors. The number of places taken up by Pupil Premium pupils for peripatetic music lessons were 1 for Flute & Clarinet 5 for Ukulele, 4 for Brass lessons and 8 for violin. All pupils attended weekly lessons as well as online tuition during school closure. Day visits were organised for all pupils in years 4, 5 & 6 to attend Kench Hill & Frylands outdoor centre. This was to promote wellbeing and outdoor learning as well as to support social development as part of secondary transition. 1:1 support was also provided for PPG pupils with EHCPs to attend with their peers. Panto performances took place in the school. 	4- Lack of Cultural capital
5 free places for play centre provision	£3000		
Four free spaces for PPG pupils to participate in flute/clarinet lessons 30 mins x 1 a week	£10 per lesson x 4 children= £40 x 30 weeks across the year = £1,200		
Four free spaces for PPG pupils to participate in Ukulele lessons 30 mins x 1 a week for a year	£5 per lesson x 4 children= £20 x 30 weeks across the year= £600		
Five free spaces for PPG pupils to participate in Violin lessons 30 mins x 1 a week for a year	£5 per lesson x 5 children= £25 x 30 weeks across the year = £750		
Four free spaces for PPG pupils to participate in Brass instrument lessons 30 mins x 1 a week for a year	£10 per lesson x 4 children= £40 x 30 weeks across the year = £1,200		
Reduction of £60.00 per PPG child for residential to Frylands for Year 6	23 x £60.00= £1,380		
Reduction of £60.00 per PPG child for residential to Kench Hill for Year 5 (missed out last year due to COVID restrictions)	19 x £60.00= £1,140		
Reduction of £60.00 per PPG child for residential to Kench Hill for Year 4	15x £60.00= £900		
Free spaces for theatre/panto opportunities and trips	£4000		
Kids Network Mentoring Programme for 1 year x 5 places for targeted pupils in Year 5 & 6	5x £500 per place= £2500		

Total budgeted cost: £ 168,739.78

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 2020 to 2021 academic year.

Due to COVID-19, all tests for children were cancelled therefore performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account as they do not exist.

Instead other school based internal measures of have been used.

Evaluation to Barrier to Learning

Reading

- 'Letterbox Club' book packs provided for 7 targeted pupils in Year 3. 4 pupils are reading at age expected by the end of the academic year.
- Letterbox Club' book club for all pupils in Reception to support with home reading and promote parental engagement. 84% of the cohort achieved GLD in Reading by the end of the year.
- 9 pupils across years 5 & 6 took part in Hackney Pirates. Pupils had 58 sessions. This consisted of small group work and 1 to 1 sessions. 8 out of 9 of the pupils demonstrated over 90% attendance. All pupils have made significant progress in reading with half of pupils working at age expected and all pupils making at least a year's progress

Writing

- Provision for improving pupils' fine motor skills was addressed through purchasing Spinners, tool kits for making and building structures and drawing. 86% of pupils in Reception secured GLD or GLD+ in Moving & Handling

Maths

- Maths booster sessions were also supported through the use of the 'White Rose' catch-up lessons during school hours AND an extended day once a week for FSM/PPG pupils across the school. Maths targets were reviewed and set for pupils with IEPs where appropriate.
- EOY results show 84% of year 2 and 67% of year 6 pupils were at age related expectation in maths
- In Year 2- 8 out of 10 PPG pupils EOY results at expected
- In Year 6- 5 out of 13 of PPG pupils EOY results at expected
- 98-100% of cohorts years 1-6 making progress in maths

Evaluation to Barrier to Cultural Capital

- Laptops were provided for PPG pupils to ensure access to online lessons during school closure from January-March.
- 3 NNs trained to deliver NELI language program targeted for pupils who required support with CL. The program was delivered between Jan-Mar 2020 and then from Jan-July 2021 with disruption due to COVID. 100% of EAL pupils made progress.
- Peripatetic music lessons continued on line from January 2020 and were resumed as face to face sessions from mid-March. All PPG pupils received weekly sessions and sheet music and activities for practice were provided by tutors.
- The number of places taken up by Pupil Premium pupils for peripatetic music lessons was 1 for Flute & Clarinet, 5 for Ukulele, 4 for Brass lessons and 8 for violin. All pupils attended weekly lessons as well as online tuition during school closure.
- Day visits were organised for all pupils in years 4, 5 & 6 to attend Kench Hill & Frylands outdoor centre. This was to promote well-being and outdoor learning as well as to support social development as part of secondary transition. 1:1 support was also provided for PPG pupils with EHCPs.
- Panto performances took place in the school.

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	