



Benthal Pupil premium strategy statement 2022-23

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	Benthal Primary School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	6 th December 2022
Date on which it will be reviewed	December 2023
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	£ 178,968
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£197,113

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 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 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 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 overall
Improve outcomes across the school for more able and disadvantaged more able pupils in writing	
Improve attainment for all SEND support pupils to increase combined overall outcomes	
Establish approaches for teaching mastery and assessing pupil progress and outcomes in maths.	

<p>To ensure all staff, pupils and parents work within the 'Wellbeing and mental health framework' to impact positively on improvements in building resilience for learning and maintaining a safe learning environment.</p>	<ul style="list-style-type: none"> • Leaders ensure arrangements, including relevant CPD for the provision for well-being and mental health are fully embedded. • Leaders ensure that pupils have an improved resilience for learning and socialising • Parents and pupils' views contribute to the school improvement process i.e evaluating Benthall's Well-Being, Safeguarding and SEND provision. • Leaders use effective monitoring cycles to ensure strong impact of interventions for all and specifically vulnerable pupils
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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)

Budgeted cost: £96,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of High Quality Staff	<p>Ensure curriculum coverage and delivery is robust and teachers make links with previous learning to build on children's skills and knowledge.</p> <p>All training and provision is up-to-date</p>	1
HE CPD Package		2
The Key and CPD Toolkit yearly subscriptions		3
Curriculum Development & Subject Leader support		
Retention & Well Being of staff		

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

Budgeted cost: £79,009.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	<p>Previously in 2021-22</p> <ul style="list-style-type: none"> National outcome data for the current Year 3 when they were in Year 2 shows that 50% of the cohort are working at Reception and Year 1 level in literacy and maths The cohort were an 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. 	1 2
Two teachers to deliver Additional Maths Booster for Year 6 once a week x 10 sessions after school for Spring term	<p>Previously in 2021-22</p> <ul style="list-style-type: none"> The sessions 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 3 (now Yr4) there was an increase of 16% in maths attainment; in Year 4 (now Yr5) there was an increase of 16% in maths attainment; in Year 5 	
Five teachers to deliver Additional Maths Booster for Year 3,4,5 once a week x 20 sessions after school for spr & sum term		

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	(now Yr6) there was an increase of 4% in maths attainment	
Additional English tuition for targeted Year 5 & 6 pupils (Literacy Pirates) once a week for 1 year	<ul style="list-style-type: none"> 10 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	<p>In school data showed that in:</p> <ul style="list-style-type: none"> Year 1 (now Yr2) PPG pupils outperformed non-PPG pupils in maths by 13% Year 3 (now Yr4) 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. 	
Daily 1:2:1 RW Inc Phonics for targeted pupils in Year 1 & 2 x 4	<ul style="list-style-type: none"> Our 2022 Phonic results how that just over half the cohort reached the expected threshold Those pupils that did not meet the threshold will be re-tested in June 2023, whilst they are in Year 2 	
Stride Ahead comprehension intervention for targeted KS2 pupils	<p>Previously in 2021-22</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 1 & 2 (70 pupils) pupils for a 6 month subscription	<ul style="list-style-type: none"> In Reception slightly more than two thirds of pupils reached the expected standard for reading Year 1 that was Reception last year will continue to benefit from enhanced reading experiences whilst at home 	1 2 4

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

Budgeted cost: £17,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
10 Free places for after school clubs for PPG	<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 	4- Lack of Cultural capital
5 free places for play centre provision		
Four reduced rate spaces for PPG pupils to participate in flute/clarinet lessons 30		

mins x 1 a week for this academic year	<ul style="list-style-type: none"> Residential visits were organised for all pupils in Year 4 attend Kench Hill for four days & Year 6 to attend Frylands outdoor centre for 5 days. 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 to attend with their peers. Panto performances took place in the school and at the theatre-first theatre experience since pre-COVID 	
Four reduced rate spaces for PPG pupils to participate in Ukulele lessons 30 mins x 1 a week for this academic year		
Five reduced rate free spaces for PPG pupils to participate in Violin lessons 30 mins x 1 a week for this academic year		
Four reduced rate spaces for PPG pupils to participate in Brass instrument lessons 30 mins x 1 a week for this academic year		
Reduction of £100.00 per PPG child for residential to Cuffley Active Centre for Year 6		
Reduction of £60.00 per PPG child for residential to Kench Hill for Year 4		
Free spaces for theatre/panto opportunities and trips		
Kids Network Mentoring Programme for 1 year x 5 places for targeted pupils in Year 5 & 6		

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 2021-2022 academic year.

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

- Five fully trained members of staff (2 teachers & 3 TAs) to deliver maths programme 1st Class @Number, for targeted pupils in Year 1,2 and 3 **IMPACT**-the three TAs have remained in either Year 1,2 and 3 in order to begin the programme with new groups of targeted children in the new academic year
- Retaining high quality teachers- visit to Hackney owned house in Kent as one element and sat alongside the Well-Being approach for to retain staff- **IMPACT**- staff turnover remains low for another year
- Purchase of CPD packages for staff- **IMPACT** used for improving and sharing good practice, in-house, in person and on-line training and opportunities to

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

- Additional Teacher for Year 6 3 days a week **IMPACT** – the small group sessions and 1-2-1/2 tutorials went ahead pupils in reading, writing and maths
- Maths Booster sessions after school delivered by eight 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 3 (now Yr4) there was an increase of 16% in maths attainment; in Year 4 (now Yr5) there was an increase of 16% in maths attainment; in Year 5 (now Yr6) there was an increase of 4% in maths attainment
- Three fully trained TAs delivered maths programme 1st Class @Number, for targeted pupils in Year 1,2 and 3 and completed the programme with the children **IMPACT** – In school data show that in Year 1 (now Yr2) PPG pupils are outperforming non-PPG pupils in maths by 13% and in Year 3 (now Yr4) the attainment gap between PPG and non-PPG pupils has had a sharp decrease from 30% gap in Autumn to a 5% gap at the end of the Summer term.
- Book Trust Charity 'Letter Box' Club reached 72 Reception and Year 2 pupils each having their own book packs per month for 6 months- **IMPACT** - in Reception slightly more than two thirds of pupils reached the expected standard for reading

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

The 'Cultural Capital' is a strength of the school. 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 a 2-week intensive course of swimming lessons for Year 4 pupils and ½ term of sailing for Year 5&6 pupils.

- The number of places taken up by Pupil Premium pupils for peripatetic music lessons was 4 for Flute & Clarinet, 4 for Ukulele, 4 for Brass lessons and 5 for violin. All pupils attended weekly lessons.
- Residential visits were organised for all pupils in years 4 & 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.
- 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. 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. Through monitoring of the Stay on Green system, there is an increase in green and silver cards being given and a sharp decrease in red cards being issued to children.

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	