

# Pupil premium strategy statement (3 year plan – 2020/23)

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	Benedict Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	September 2020
Date on which it will be reviewed	August 2022
Statement authorised by	Alun Evans
Pupil premium lead	Sade Ajiboye
Governor / Trustee lead	Allison Allen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 180,230
Recovery premium funding allocation this academic year	£ 19,575
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	£ 199,805

## Part A: Pupil premium strategy plan

### Statement of intent

*At Benedict we prioritise providing staff with the very best professional development, grounded in evidence-based research. Weekly professional development sessions provide staff with the opportunity to develop their subject knowledge, take time to deliberately practice their pedagogy, and discuss academic papers.*

*As suggested by the EEF (June, 2019) we use a tiered approach to balance our use of pupil premium spending.*

*We prioritise using pupil premium funding on improving teaching, understanding that this will have an impact on not only the Pupil Premium (PP) children at Benedict.*

*We use targeted intervention where we have evaluated it will result in rapid improvements in specific areas of the curriculum.*

*We use strategies that relate to seemingly non-academic obstacles such as attendance and social, emotional, mental health barriers.*

*We understand that any inferences we make from the data we collect must be evaluated for validity and reliability, for example, when comparing KS1 and KS2 cohort PP data we must ensure the sample is unchanged. We prioritise inferences made following formative assessment, using only the standardised end-of-year GL assessments and KS2 SATs as a summative measures to make inferences from. External inspection frameworks, such as OFSTED, state they will not require information related to gaps in attainment or progress.*

*Although the majority of our pupils are eligible for Pupil Premium, there will be a number who are not eligible but will socially and economically struggle as much as those who are. Therefore, our aspiration is not to reach a point where there is no gap between PP and Non-PP, but instead for us to provide quality first teaching to all PP children every lesson.*

## Challenges

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

Challenge number	Detail of challenge
1	Staff have not been provided with the professional development to result in a consistent quality first pedagogical approach to be seen across the academy. The academy was judged by OFSTED in March 2019 as Inadequate and within the report it states that an acceptable level of staff professional development had not been met. The academy has a history of poor recruitment and high staff in-year mobility.
2	Ability to read fluently is resulting in difficulties accessing the curriculum. If PP children leave the academy unable to read fluently then they are far more likely to fall behind academically in their Secondary education.
3	Attendance of PP children is significantly below national averages. For the past three years attendance has been in the bottom 20% of schools nationally and persistent absentees have been above the national average.
4	No access to remote learning online resources if children are required to work from home

## 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
High quality professional development, grounded in evidence-based research, is delivered by professionals with deep subject knowledge.	All staff attend 100% of continuing professional development. A consistent pedagogical approach is embedded across the academy.
Staff make it a priority that all children have mastered the simple decoding for all children, above coping strategies. Where SEMH concerns are in place, THRIVE and TAMHS support is quickly in place.	Children eligible for PP have attendance levels that are in line with national averages. EWO has case studies that demonstrate the positive impact on PP attendance
PP attendance levels improve significantly	Children eligible for PP have attendance levels that are in line with national averages EWO has case studies that demonstrate the positive impact on PP attendance

Every PP child has the ability to access online learning resources from home if required to self-isolate	Children have a digital device they can use  All children state they feel confident accessing the online resources
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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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £102,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional STEP leadership staff deployed throughout school to support rapid improvements in teaching.  Two/Three CPD sessions weekly that target rapid improvement in teacher pedagogy.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF, 2019)  Sutton Trust (2014) states subject knowledge and quality of instruction as indicators of what makes good teaching.	1

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

Budgeted cost: £58,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic reading screening completed termly</p> <p>Linguistic phonics delivered daily, training for all staff.</p> <p>Interventions provided by teachers released by graduates are planned to meet the specific needs identified in diagnostic tests – eg. Simple, extended, polysyllabic codes.</p>	<p>Children must be able to master decoding before moving to automaticity or fluency.</p> <p>Staff can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching (EEF, 2019)</p>	2
<p>TAMHS professional works with professionals and THRIVE used to support PPG emotional wellbeing.</p> <p><b>£1500</b></p>	<p>TAMHS have been able to access external professional support more quickly.</p>	1 & 2

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HofS to lead the attendance team.</p> <p>EWO employed to support the school through home visits and weekly meetings.</p> <p><b>£10,000</b></p>	<p>If children are not in school we cannot have an impact on their learning. Significant gaps will emerge if children are regularly absent from school.</p>	3
<p>Inclusion HLTA to support all PP children in accessing digital</p>	<p>As a consequence of current requirements to self-isolate for an</p>	4

devices if they are required to self-isolate. <b>£29,000</b>	extended amount of time, it is essential PP children have access.	
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**Total budgeted cost: £199,805**

## 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.

2020-21 was an unsettled year nationally, however for Benedict it also marked the first year as part of STEP Academy Trust. In March, 2019 the school was judged as requiring special measures and a new curriculum has been introduced when the school joined STEP Academy Trust in May 2020.

Teacher assessments or professional judgements completed by the academy show the vast majority of children across the school eligible for PPG made expected progress in the year 2020-2021.

- In Writing and Maths 92% of children made EXP
- In Reading 95% of children made EXP

For those children eligible for PPG in Year 6 outcomes, were above Non-PPG in Reading, but below in Maths. All children were judged to make at least expected progress within the academic year.

Teacher assessments for KS2 outcomes (Y6 July 2021)

	PPG	Non-PPG
Reading	83% 10/12	71% 5/7
Maths	50% 6/12	86% 6/7

Attendance rates remain a concern, however the strategies employed had a positive impact.

	Attendance	Persistent absenteeism
2019/20	84.1%%	54%
2020/21	91.3%	34.3%

During the period where remote learning was required, pupil engagement was monitored weekly and on average 75% of children were accessing remote learning provision. However, 100% of parents who responded to the online survey have stated they feel supported by teachers and 73% of parents stated the level of work set for the children is appropriate.

## 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	

## Further information (optional)

N/A