



Benhurst Primary School
Pupil Premium Strategy 2023-24

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022 - 2025
Date this statement was published	31 st December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Alice Larkman
Pupil premium lead	Katherine Hart
Governor / Trustee lead	Foluke Sangobowale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108, 990
Recovery premium funding allocation this academic year	£ 9,968.75
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£118,958.75

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are looked after, including those previously looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 2 years, between 30 - 50% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 40 - 43% of our disadvantaged pupils arrive below age-related expectations compared to 20 - 23% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional needs identified for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 64 pupils (23 of whom are disadvantaged) currently require additional support with social and emotional needs, with small group and individual intervention in place.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils.</p> <p>28% - 41% of disadvantaged pupils have been 'persistently absent' compared to 14% - 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in recorded negative behaviour incidents • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.4% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5% • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	Staff training opportunities around strategies for closing the gap between disadvantaged pupils and their peers.	All

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

Budgeted cost: £65,044.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support provided in all year groups to work	Disadvantaged pupils will have additional adult support in class at the point of quality first teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Year 6 booster classes	Class teachers are best – placed to lead small group interventions and work to close the gap between disadvantaged pupils and their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Maths No Problem	Maths scheme of learning which has already had a positive impact on Maths attainment across the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,3

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

Budgeted cost: £46,004.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised ELSA sessions to support the emotional wellbeing of pupils	Identified children know they have an allocated slot to support their mental health. This support enables children to access learning which leads to increased academic outcomes.	4, 5
Unlocking Potential Therapy	Identified children know they have access to the Unlocking Potential therapist who will support children through the difficulties they face. This therapy supports academic outcomes.	4, 5
School uniform provided for families most in need.	Pupils will feel part of the school community and ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	4, 5
Breakfast Club	A breakfast club specifically for vulnerable pupils. This will ensure that pupils are ready to learn at the start of the school day.	All
School trips and residential visits	All pupils will be able to access school trips and residential visits which will provide enrichment opportunities and enhance the Cultural Capital of disadvantaged pupils.	All
Curriculum Enrichment	All pupils will be able to access enrichment opportunities and enhance the Cultural Capital of disadvantaged pupils.	All

Total budgeted cost: £118,958.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Pupils receiving Pupil Premium Grant assessment data at the end of KS2 (July 2023)

ARE	National ARE+	Benhurst ARE+	Benhurst PPG ARE+	Benhurst Non PPG ARE+
Reading	75%	77%	75%	78%
Writing	69%	84%	67%	88%
Maths	71%	87%	67%	92%
Comb	59%	75%		

GDS	National GDS	Benhurst GDS	Benhurst PPG GDS	Benhurst Non PPG GDS
Reading	28%	31%	33%	31%
Writing	13%	21%	20%	25%
Maths	23%	30%	31%	25%

The data demonstrated that all pupils achieve well at Benhurst. Our pupils in receipt of the Pupil Premium Grant achieved broadly in line with national at ARE. Our pupils in receipt of PPG outperformed their peers working at a greater depth in Reading and Maths.

The data demonstrates that the support outlined in our Pupil Premium Strategy ensures our pupils make strong progress from their starting points.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that persistent absenteeism for our pupils in receipt of the PPG has reduced significantly over the last 2 years from 41% to 28%. We will continue to focus our attention on raising the attendance of all our pupils as well as continuing with our drive to further reduce our persistent absence rate for our pupils in receipt of PPG as well as all pupils.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a number of our outlined approaches have been successful as outlined in our data as well as through many other impact measures. Pupils voice demonstrates that our pupils receive a good curriculum offer with an increase in enrichment opportunities being in place since September 2022. Pupils and parents have shared positive feedback to our increased enrichment opportunities available for all pupils. We successfully introduced an Emotional Literacy Support Assistant as well as a new therapy provider Unlocking Potential that have supported a number of our pupils to regulate their social, emotional and mental health needs. This has supported our significant decrease in pupils being persistently absent as well as supporting our pupils to access their learning through a number of interventions on offer.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
3D PSHE	Essential Letters and Sounds
The Write Stuff	The Training Space
Maths No Problem!	Maths No Problem!