# Pupil premium strategy statement Benfieldside Primary School, Consett

*2024-2025*

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

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| Detail | Data |
| Number of pupils in school | 190 |
| Proportion (%) of pupil premium eligible pupils | 52.11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 22/23, 23/24, 24/25 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2022  September 2023  September 2024  September 2025 |
| Statement authorised by | SMT |
| Pupil premium lead | Mrs Addison headteacher |
| Governor / Trustee lead | Mrs Murray, vice-Chair and finance committee member (until July 2024)  September 2024 TBC |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £176230 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £176230 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| To continue to have reduced attainment gaps between the school’s disadvantaged pupils and others nationally (high quality teaching and targeted academic support)  To raise the in-school attainment of both disadvantaged pupils and their peers and ensure their progress is strong (high quality teaching and targeted academic support)   * To increase the cultural capital of the pupil premium pupils and broaden their experiences (wider strategies) |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low on entry data: - Most pupils join Nursery with low on entry data Most external pupils join Reception with low entry points |
| 2 | Poor oral language/literacy skills and lack of reading opportunities outside of school |
| 3 | Social, emotional and mental health issues with pupils and/or parents |
| 4 | Increasing proportion of PP children are also SEN or have ASD |
| 5 | Low community aspiration and limited cultural experiences |

## 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.

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| Intended outcome | Success criteria |
| Rapid progress made from entry points in Nursery and Reception | Majority of PP pupils are Y1 ready and have reached at least a GLD by the end of reception |
| Increased proportion of PP pupils show rapid progress and strong achievement across the curriculum but especially in reading (including phonics where appropriate), comprehension and fluency | End of year assessments  Guided reading records  Intervention records  Phonic screening outcomes |
| Pupil well-being has been prioritised to ensure that they learn and achieve | Attainment and progress of identified pupils who have been supported with wellbeing, are strong and in line with other pupils nationally and non PP pupils in school |
| Pupils with needs associated with ASD/ADD are identified and supported to make progress and achieve | Support plans show targets are achieved  Assessment data shows strong progress  Work shows progress over time  Engagement with learning |
| Pupils are able to draw upon the experiences available to them such as trips, visitors and enrichment clubs | Increased awareness of opportunities available to them and activities they enjoy |

## 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: £150,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of teaching assistants to support learning | Progress made through in-lesson intervention  Progress made through targeted support | 1, 2, 3 4 |
| Employment of 2 additional teacher in KS2 to reduce class sizes | Reduction in class sizes allows focussed teaching and more effective adult/pupil ratios | 2, 3 |
| CPD- effective intervention | Progress made through in-lesson intervention  Progress made through targeted support | 1, 2 , 4 |

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

Budgeted cost: £ 10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| BLAST, NELI and RWI phonics delivered by teaching staff and teaching assistants/nursery nurse in Early Years | Increased readiness for KS1  Increased attainment/progress within early learning goals  Increased % ‘on-track’ in phonics | 1, 2 |
| Lowest 20% pupils in reading identified and supported | Improved fluency scores  Phonic outcomes in line with NA  Improved KS1 and KS2 outcomes in relation to non-PP in school and NA non-PP | 2 |
| Resources to support effective intervention and tutoring e.g. Accelerated Reader, Lexia | Quality, appropriate (and in some cases practical/concrete) resources support effective intervention and tutoring | 1, 4 |

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

Budgeted cost: £16,230

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Counselling in school | Improved attendance and achievement data for those who have been supported to manage feelings and develop positive attitudes to learning | 3 |
| Delivery of well-being & behavioural/emotional support | Children able to better manage feelings and behaviour, fewer incidents, able to engage with learning opportunities, low exclusion rate | 3 |
| Subsidise cost of trips/visits/visitors/residential | Broad and enriched curriculum engages children with opportunities otherwise unavailable to them due to poverty | 5 |
| Referrals to services and professionals external to the school | Evidence for PP SEN/ASD pupils’ progress once strategies are implemented at school level and professional advice acted upon | 1, 2, 4 |
| Timely & efficient reporting, record keeping and response to safeguarding and well-being concerns/needs: CPOMS | Where children’s safeguarding and well-being needs are met, they are confident learners who can engage with their curriculum opportunities | 3, 4 |

**Total budgeted cost: £ 176,230**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| ***2024 outcomes:***  ***Y6 (end of KS2):***  ***APS***  ***104.53 Maths***  ***104.85 Reading***  ***103.34 GPS***  ***Early Years exit (end of reception):***  67% GLD 2024, increase from 59.3% GLD 2023  *Where concerns have been raised about mental health and/or wellbeing of PP pupils, counselling support has been provided. As a result these children have accessed the full curriculum and continued to attend school.*  *Trips were subsidised in school year 2023/24, making them financially accessible to parents -this has increased life experiences for these children and helped to develop their knowledge further.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |