

Pupil premium strategy statement

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	Benyon Primary School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Samantha Oxley
Pupil premium lead	Daniel Scotcher
Governor / Trustee lead	Tara Frankland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,440
Recovery premium funding allocation this academic year	£0
Pupil 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	£145, 440

Part A: Pupil premium strategy plan

Statement of intent

To ensure that PPG pupils achieve at least in line with non-PPG Pupils in the core areas of reading, writing and maths through quality first teaching and a robust assessment and intervention cycle.

To develop the self-esteem and aspirations of PPG children through instilling high aspirations and self-belief giving them plentiful opportunities to improve their cultural capital.

To ensure that pupils develop good communication and language skills, making language and vocabulary acquisition a priority, so that pupils have the knowledge and understanding to achieve well and close the vocabulary gap.

Challenges

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

Challenge number	Detail of challenge
1	Acquisition of early language and core maths and English skills has been identified as an area of need for disadvantaged pupils (the vocabulary gap).
2	Access to quality reading materials and resources
3	Engagement in and completion of home learning is lower than that of non-PP children
4	Parents are unable to support their children with home learning as they do not have the necessary skills and understanding to do so.
5	Attendance of PP children is lower than that of non-PP children and there are a higher proportion of PP children that would be considered as persistent absentees
6	Self-esteem, self -belief and aspirations to do well at school and progress through education and improve life choices

7	Access to wider opportunities and extra curricular activities that develop skills and talents and improve cultural capital
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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
PP students engage well in lessons and make good or better progress	<p>Engagement of PP children in lessons is high</p> <p>PP children achieve or exceed national expectations for reading, writing, maths and GLD</p> <p>PP children achieve or exceed national expectations at year 1 phonics</p> <p>PP children achieve or exceed national expectations for Year 4 TT check</p> <p>PP children achieve GLD in EYFS</p>
PP children engage with homework and complete this according to school expectations	<p>PP children complete homework set in line with their peers</p> <p>Take up of offer for PP children accessing laptops is high</p> <p>Good uptake of PP parents at parent workshops (internal and external)</p>
A wider range of clubs, visitors, and visits support PP children to develop their cultural capital	<p>Attendance of PP children at clubs is high</p> <p>PP Children identified and targeted to attend clubs (cost not a barrier). Monitored by SLT and Pastoral Team</p> <p>At least 1 visit, visitor, workshop for each year group per term.</p> <p>PP children uptake of music lessons is in line with their peers.</p>
Attendance for PP children improves and aligns with that of non-PP children	<p>Attendance of PP children at least in line with their peers</p> <p>FSW liaises with parents and plans in place for persistent absentees to improve attendance and signpost to outside agencies when appropriate</p> <p>Monitoring of PP attendance</p>
PP children acquire the language skills they need to do well, and the vocabulary gap is narrowed	<p>PP children assessed to identify need and put in place interventions quickly</p> <p>Speechlink programme in place and groups targeting identified pupils</p> <p>Speechlink outcomes reviewed</p> <p>Good quality adult child interactions in EYFS/SEN ensure good language models</p>

	Support from specialist SALT for identified children
Parents have the knowledge, resources and skills they need to better support their children at home	PP parents access support from school and outside agencies including school health and MHST supported by FSW
The wider needs of PP children are supported well so they can focus on their learning and achieve well	Plans in place for additional support where needed through intervention, social skills, SEN support, MHST and counselling PP children access services above PP attendance improves at least in line with their peers PP Pupils feel well supported and able to access the curriculum PP children achieve at least in line with their peers

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: £36,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional member of staff across the EYFS to support pupils in their play and provide high quality play based interactions and the development of vocabulary.</p>	<p>“...children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.”</p> <p>Communication and Language Approaches Education Endowment Foundation EEF</p> <p>“...play-based learning approaches improve learning outcomes by approximately five additional months.”</p> <p>Play Based Learning Approaches Education Endowment Foundation EEF</p>	<p>1, 2, 6</p>
<p>Continued development of BBMs and research projects to identify effective strategies for collaborative learning to ensure quality first teaching and high levels of pupil engagement</p>	<p>“The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.”</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6, 7</p>
<p>Reading – Whole class approach that focusses on vocabulary development and comprehension skills through high level questioning and access to high quality texts</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and</p>	<p>1, 2</p>

	<p>enough challenge to improve reading comprehension.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 67,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Words First speech and language service to provide individual and small group interventions.</p> <p>Words First speech and language service to provide training to TAs to be able to support specific pupils effectively.</p>	<p>Children's spoken language impacts on their attainment in both reading and writing.</p> <p>Communication and Language Approaches Education Endowment Foundation EEF</p>	2
<p>Booster Groups for targeted children Year 1-6 following analysis of grey grids and assessments led by teachers.</p>	<p>Small group tuition has an average impact of four months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Wave 2 interventions planned in line with grey grids, monitored by SENCo and reviewed half termly. Creating an environment where pupils can thrive</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,7,8

Speechlink Intervention and dedicated Speech and Language TA	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
Participation in the Talking Time project for nursery children to improve early language acquisition	Talking Time© – Department of Education (ox.ac.uk)	1, 2

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

Budgeted cost: £41, 569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of clubs on offer to enhance the curriculum and develop a wide range of skills, engagement and oral language and maths.	<p>Wide range of clubs available to children supporting children with their confidence, self-esteem, oral literacy, problem solving and maths skills.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	7,8
Members of staff employed to offer pastoral support, including for vulnerable pupils to pupils and to support parents with any issues around attendance or emotional wellbeing. Member of staff to co-ordinate counselling and academic skills workshops for parents.	<p>Behaviour and emotional support for pupils struggling with self-regulation providing a greater engagement in learning and development of learning behaviours.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting parents impacts on their ability to support their children with their own academic learning.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6

<p>Increased offer of wider opportunities including trips, workshops, music lessons and visitors so pupils' cultural capital is improved.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>7, 8</p>
<p>Specific programmes introduced to support emotional health and well-being.</p>	<p>Behaviour and emotional support for pupils struggling with self-regulation providing a greater engagement in learning and development of learning behaviours.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>

Total budgeted cost: £ 145, 440

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 2022 to 2023 academic year.

Benyon Primary 2023 Pupil Premium Grant Expenditure Report to Parents 1st September 2023- 31st August 2024	
Number of Pupils on Roll and pupil premium grant received	
Number of pupils on roll	360
% of pupils eligible for PPG	28.1%
Amount of PPG received	£149, 480
Recovery Funding allocation	£0
Total amount of PPG received	£149, 480
Main Focus of PPG Spending in 2023/24	
<p>The main focus for spending has been on:</p> <p>Pupil Services Officer to work with parents to improve attendance and support with liaison with outside agencies signposting to MHST</p> <p>To support pupils with early language acquisition through employing the services of speech and language support (Words First) 2 days a week and Speechlink</p> <p>Investing in high quality reading and phonics resources and training to deliver synthetic phonics and reciprocal reading</p> <p>Access to online learning platforms to support parents and children with home learning</p> <p>Access to wider opportunities for all including clubs, visits and workshops to enhance the curriculum and improve pupil's cultural capital.</p> <p>Support for wellbeing and Mental Health through counsellor 1 day a week</p>	
Impact of pupil premium grant on outcomes	
Standards for PPG pupils	
EYFS: At National expectations	
Phonics: Year 1 progress expected from low starting points. Year 2 pupil's above expected standards for phonics	
Key Stage 1: Reading, Writing and Maths: All above national expectations	
Key Stage 2: Combined and Reading, Writing and Maths all above national expectations	
Progress for PPG pupils was in line with the rest of the cohort	

Attendance

Attendance for PPG children is only 0.87% lower than non PPG. Benyon Primary attendance for 24-25 (94.1%) was above national attendance expectations (91.9%). In order to promote attendance we have also provided opportunities for PPG pupils to attend clubs before and after school. The Pupil Services Officer has also worked with families to provide advice, support and links with outside agencies, particularly around mental health and anxiety and monitored and challenged persistent absentees rigorously.

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
SATs Companion and Mirodo	
Speechlink	
Purple Mash	
RWI Phonics	

Further information (optional)

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.