

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the quality of education and 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	St. Benedict's C of E VA Junior School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	September 2024
Date on which it was reviewed	July 2025 (see page 9)
Date on which it will next be reviewed	July 2026
Statement authorised by	Piers Ranger
Pupil premium lead	Piers Ranger
Governor / Trustee lead	Helen Roper (Co-Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,590
Recovery premium funding allocation this academic year	£8845
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	£107,576

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.

Embedded in our Christian vision that our children should appreciate “Life in all its Fullness,” (John 10:10) is the fact that all pupils should have the emotional and physical capacity to access education. We will consider the challenges faced by vulnerable pupils, including those who are supported by outside agencies and aim to meet the needs of all pupils, 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 approach will be responsive to common challenges and individual needs and rooted in robust assessment rather than 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:

- Identify the enhanced provision for pupils in receipt of the Pupil Premium Grant/other vulnerable pupils at termly Pupil Progress Meetings,
- 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.

Our Pupil Premium plan is linked with our School Development Plan which has a clear focus on narrowing the gaps between disadvantaged pupils and their peers through the delivery of an engaging broad curriculum. This curriculum is delivered by highly skilled professionals dedicated to quality first teaching who understand the needs of our pupils and are Trauma Informed to best meet the varying and challenging needs of our intake.

Our skilled and supportive Pastoral team oversee the wellbeing of pupils within the school environment and provide nurturing and emotional support allowing children to

be in a positive place to learn and develop the strategies needed to gain resilience and overcome the challenges facing our young community.

At St. Benedict's, we have a deep-rooted ethos that no child can successfully access meaningful learning unless their basic needs, including emotional, are met. Therefore our greatest priority is to provide the pastoral framework to ensure that every child, whether in receipt of the Pupil Premium or not, can access the support they need to thrive at our school.

Demography and School Context:

In making decisions about how to utilise Pupil Premium funding, it is essential to consider the school's context. St. Benedict's is situated in the heart of Glastonbury, a rural town which contains wards that are among the 10% most disadvantaged areas in the UK. Many of our pupils come from challenging home environments and poor mental health and general wellbeing are significant factors for us to address. Substance and alcohol abuse and domestic violence are also major issues facing our community and these factors, when combined, have led many families to struggle with poor attendance. With 34% of our pupils in receipt of the Pupil Premium Grant (the national average is 22.4%), carefully targeted expenditure of Pupil Premium funding is essential as we seek to address the disadvantage in many of our pupil's lives. Our nurture provision is key to our school enabling this as many pupils require a sheltered start to each day and many more find it difficult to access learning due to the many and varied pressures and barriers facing them. A number of our pupils are supported by social workers/Family Intervention Service or are receiving support from our Parent and Family Support Advisor (PFSA). An increasing number are being referred to the Mental Health Support Team (MHST) or CAMHS. We know that many of our pupils not in receipt of the Pupil Premium Grant also face significant challenges in their lives and it is our intention that these children receive the same level of support available as those pupils that are eligible.

Challenges

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

Challenge number	Detail of challenge
1	A robust system to identify and track gaps in learning is required across core and foundation subjects. This will lead to accurate assessment of all pupils and will identify areas for intervention.
2	Pupils from disadvantaged backgrounds do not have the same cultural and social experiences as non-PP pupils and therefore have less 'cultural capital'.

3	Many of our pupils and their families suffer with poor mental health and low wellbeing levels. The economic crisis has especially impacted our disadvantaged families and we have had significantly higher involvement from external agencies and experienced the need to refer to external agencies for support for our vulnerable families. Many pupils have significant emotional and behavioural barriers to accessing learning.
4	Pupils who receive less support at home and have reduced levels of stamina and fluency in reading have been negatively impacted by the interruption of school due to Covid-19. Pupils originally identified as weaker readers have seen an even greater gap develop between themselves and their peers.
5	Pupils have reduced stamina and fluency in writing and spelling. They have a need to develop sentence structure and grammar to improve extended pieces of writing. The impact of the Covid-19 pandemic is still being felt and has had a detrimental impact on pupils' writing across school; pupils originally identified as weaker writers have seen the gap between themselves and their peers widen in this time. The number of pupils reaching greater depth in writing has reduced vs pre-pandemic.
6	Pupils have reduced stamina and fluency in basic arithmetic skills and this results in a weakened ability to apply skills to word problems and reasoning challenges. The impact of the Covid-19 pandemic is still being felt and has had a detrimental impact on pupils' maths skills across school; pupils originally identified as weaker writers have seen the gap between themselves and their peers widen in this time. The number of pupils reaching greater depth in maths has reduced vs pre-pandemic.
7	Disadvantaged pupils have lower attendance due to barriers including low importance of school for some parents.

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
<i>Provide regular and robust assessment to identify gaps in learning and additional support required.</i>	<ul style="list-style-type: none"> • Three points of assessment throughout the year, identifying pupil attainment across the curriculum. Assessment discussed in Pupil Progress Meetings and reflected in discussions regarding school development. • Subject leaders and class teachers feel confident in their own assessment of pupils' learning, which is reinforced by formalised assessments. Curriculum amended and adapted as a result of assessment. • Assessment is shared with parents/carers to involve them in the plan to support any pupil at risk of not reaching ARE.
<i>Narrow the gap in reading to ensure pupils in receipt of the Pupil Premium Grant (PPG), and disadvantaged pupils, meet age related</i>	<p>Ensure all pupils who are in receipt of the PPG or identified as having additional disadvantage to their peers achieved ARE (or better) at the end of KS2:</p> <ul style="list-style-type: none"> • Pupils are reading fluently and accurately for their age, • Pupils are able to retrieve information and answer inferred and direct questions from an age-appropriate text,

<p><i>expectations (ARE) for reading.</i></p>	<ul style="list-style-type: none"> • Children still requiring phonics interventions are assessed on a half-termly basis and support identified to match needs. • Pupil Progress Meetings focus on identification of strategies to support those children not on track to narrow the gap.
<p><i>Narrow the gap in writing to ensure pupils in receipt of PPG (and disadvantaged pupils) meet age related expectations (ARE) for writing.</i></p>	<p>Ensure all pupils who are in receipt of the PPG or identified as having additional disadvantage to their peers achieved ARE (or better) at the end of KS2:</p> <ul style="list-style-type: none"> • Termly writing moderations led by English Lead and in conjunction with Somerset Literacy Network (SLN) through Sarah Cook. Moderations lead to clear next steps for Pupil Premium children in the writing. • Opportunities are actively sought to give children in receipt of PPG reasons to write (an audience). These include competitions in and out of school. • Pupil Progress Meetings focus on identification of strategies to support those children not on track to narrow the gap.
<p><i>Narrow the gap in maths to ensure pupils in receipt of PPG (and disadvantaged pupils) meet age related expectations (ARE) for maths.</i></p>	<p>Ensure all pupils who are in receipt of the PPG or identified as having additional disadvantage to their peers achieved ARE (or better) at the end of KS2:</p> <ul style="list-style-type: none"> • Teachers are assessing pupils after each unit (through White Rose tests) and identifying gaps, • Subject Lead is part of Boolean Maths Hub, working with other schools to achieve best practice and disseminating this to staff. This benefits pupils in receipt of PPG. • Pupil Progress Meetings focus on identification of strategies to support those children not on track to narrow the gap.
<p><i>Develop a broad and balanced curriculum for all pupils that provides opportunities for all children, especially those who are disadvantaged, to gain knowledge and foster a love of learning.</i></p>	<p>Pupils will have a broad knowledge base that is developed throughout the year and across year groups.</p> <p>They will experience depth of learning in a broad range of subjects and engage in enhanced learning experiences that help secure their knowledge of a given subject.</p> <p>Subject leaders and class teachers have quality CPD that enhances their own subject knowledge and planning skills to ensure that pupils benefit from the highest standard of Quality First Teaching.</p> <p>Subject leaders are given dedicated time to monitor their subject and develop learning opportunities across the school, listen to pupil voice and review assessment in each given subject area.</p>
<p><i>Provide targeted support to address the rising incidence of poor mental health/poor wellbeing levels in pupils.</i></p>	<p><i>Through our pastoral pyramid, Edukit surveys and Pupil Progress Meetings, identify pupils who are suffering/at risk of suffering poor mental health or poor wellbeing levels. Address this through access to support for these pupils via:</i></p> <p><i>Mental Health Support Team (MHST) referral,</i> <i>PFSA referral (if a wider family issue),</i> <i>Therapy in school (two in-house therapists),</i> <i>ELSA sessions,</i> <i>Edukit surveys,</i> <i>Nurture groups (lower school) or 1:1/group sessions (upper school),</i> <i>Stronger relationships with local agencies – hosting school nurse for a morning a week.</i></p> <p>Outcomes:</p>

	<ul style="list-style-type: none"> Improved wellbeing/mental health is evident in Edukit surveys, PPM discussions and in safeguarding team discussions. Pupils, especially disadvantaged, can access full education as a result of improved mental health. Inclusion levels are higher. Exclusion levels are minimised.
<i>Improved attendance of pupils in receipt of Pupil Premium Grant/identified as disadvantaged.</i>	<ul style="list-style-type: none"> Attendance of pupils in receipt of PPG/identified as disadvantaged is in line with the rest of the cohort (and is above 95%), Parents understand the importance of good attendance and engage with school to help to improve their child's attendance, Incidents of negative behaviour and exclusions reduce due to improved attendance.

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: £47,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching delivered by experienced staff members.</i>	Hattie's study of factors impacting student achievement highlighted the strong impact of quality first teaching, by stating the importance of teacher clarity (effect size 0.75), See John Hattie, Visible Learning	4, 5 and 6.
<i>Tri-annual summative assessment to ensure pupils at risk of not reaching ARE are identified and supported by interventions.</i>	PUMA and PIRA assessment and INSIGHT assessment package.	1
<i>Use of supply cover to ensure teachers are able to access quality CPD that then allows pupils to access quality first teaching across the curriculum and adapt this curriculum to promote accelerated progress for those working below ARE.</i>	List of CPD accessed in school office.	4, 5 and 6.
<i>Provision of cover teachers to enable leadership time for subject leaders to ensure targeted monitoring of subjects across the school. This is</i>	Subject Leader folders show evidence of subject monitoring.	1

<i>to establish that quality first teaching is occurring across the curriculum and that the intent of the curriculum is being implemented and having an impact.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support for literacy through phonics and comprehension interventions.</i>	The EEF has highlighted the impact of personalised, individualised instruction on pupil attainment. See EEF research here. In-school assessments show accelerated Reading and Maths progress with targeted intervention from senior leaders. Termly diagnostic assessment to measure efficacy of interventions. Data discussed in PPMs (termly).	4 and 5.
<i>Targeted support for Maths through small group and 1:1 intervention.</i>	The EEF has highlighted the impact of personalised, individualised instruction on pupil attainment. See EEF research here. In-school assessments show accelerated Reading and Maths progress with targeted intervention from senior leaders. Termly diagnostic assessment to measure efficacy of interventions. Data discussed in PPMs (termly).	6
<i>Read Write Inc training and resources</i>	Effectiveness of Read Write Inc on Primary Literacy Growth:	4 and 5

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

Budgeted cost: £41,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A structured approach to pastoral provision through our Pastoral Pyramid, including:</i>	Trauma Informed Schools Training for all classroom/pastoral staff members.	3 and 7.

<p>Learning Mentor, Inclusion Manager, Therapist, ELSAs</p>	<p>Conversations That Matter, Margot Sunderland When the Adults Change, Everything Changes, Paul Dix Research from the University of Roehampton supports the impact of targeted counselling on pupils, reducing psychological distress in the long term. See The Lancet: Child and Adolescent Health.</p>	
<p><i>Morning Minibus collection for pupils vulnerable to poor attendance/poor punctuality for specific reasons.</i></p>	<p>DfE report on attendance, 2016 citing the link between absence and attainment. “The higher the % of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2.”</p>	<p>3, 4, 5, 6 and 7.</p>
<p><i>Development of outdoor learning opportunities to promote year round outdoor learning and play to enhance wellbeing.</i></p> <ol style="list-style-type: none"> 1. <i>Develop Quiet Area,</i> 2. <i>Create year-round play area on field, along with extra seating,</i> 3. <i>Train Sports Leaders and monitor their impact,</i> 4. <i>Develop gardening opportunities in World Garden.</i> 	<p>“School children engaged in learning in natural environments with below average achievement tended to make progress in learning outcomes to the greatest degree.” Natural England evidence review</p>	<p>3, 4, 5, 6, 7.</p>
<p><i>Children in receipt of Pupil Premium Grant to have all trips and visits subsidised (including residential to Osmington Bay in Year 5 and London in Year 6), as well as before school DASH club and Music and Drama lessons, where appropriate.</i> <i>Our Pupil Premium Champion will identify local trips, visits and events that may provide children in receipt of the PPG with real-life experiences.</i> <i>We will also provide/subsidise items of school uniform to ensure that disadvantaged pupils do not appear different to other pupils. A school ethos that money will not be a barrier to families in receipt of Pupil Premium.</i></p>	<p>The ‘vocabulary gap’ proves a crucial factor in determining school success. Children with a restricted vocabulary at 5 years old are more likely to be poor readers as adults, experience unemployment and have more mental health issues. Providing real-life experiences gives pupils the tools to develop their receptive vocabulary. Closing the Vocabulary Gap, Alex Quigley</p>	<p>2, 3.</p>

Total budgeted cost: £107,256

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

- Cultural capital: Pupils in receipt of PPG identified for many opportunities, including but not limited to:
 - Pizza Express experience, learning about the history of and how to make pizzas,
 - Knights Fish and Chips experience, learning about the history of a local business and sampling fish and chips,
 - Longleat Visit (fully funded by the Rotary Club of Wells)
 - No pupils missed out on residential due to financial reasons,
 - PPG paid for pupils to take piano lessons, guitar lessons and participate in Drama Club.
- Minibus for attendance improved our overall attendance (95% vs 94.8% nationally) and reduced persistent absence level (10.8% vs 13.4% nationally).
- Suspension levels significantly reduced due to Trauma Informed approach.
0% of pupils in receipt of Pupil Premium were suspended or excluded in the 2024-25 year.
- Significant work carried out by Inclusion Manager to engage with the Mental Health Support Team; this benefitted:
 - Year groups (every year group had a resilience session with the MHST),
 - Individual pupils (a record number – 16 pupils – referred to the Mental Health Support team this year)
 - Staff: the MHST ran a staff meeting to explain their approach and their offer,
 - Parents: the MHST ran ‘Tuning into Kids’ sessions at school (though this was not completed due to staffing issues at MHST),
 - School also hosted a Parent MHST workshop.

End of KS2 Assessment:

Reading:

Pupil Premium attaining Age Related +: 69% (GD: 17%)

Non-Pupil Premium attaining Age Related +: 75% (GD: 16%)

Maths:

Pupil Premium attaining Age Related +: 61% (GD: 9%)

Non-Pupil Premium attaining Age Related +: 66% (GD: 19%)

Writing:

Pupil Premium attaining Age Related +: 78% (GD: 13%)

Non-Pupil Premium attaining Age Related +: 87% (GD: 9%)

Next year, we will target Maths interventions for pupils in receipt of PPG. Specifically, we will deliver interventions to improve arithmetic skills, focusing on pupils in receipt of PPG who join our school after Year 4, as this group have attained less well than the rest of the cohort.

We will also continue to focus on developing Reading skills of all pupils in receipt of PPG, through targeted interventions, including Read, Write Inc and Freshstart.