

Pupil Premium Strategy Statement 2021-2022

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 students.

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	Benton Park School
Number of students in school	1505
Proportion (%) of Pupil Premium eligible students	265 (17.6%)
Academic year/years that our current Pupil Premium strategy plan covers	3 years 2021 - 2024
Date this statement was published	17.09.21
Date on which it will be reviewed	31.08.22
Statement authorised by	Helen Flesher
Pupil Premium lead	Vikki Taylor
Governor / Trustee lead	Helen Pemberton

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year <small>Financial Year actual funding 2021/22 £252,454</small>	£253,265* <small>* Actual Sept 2021- March 2022 Est for April 2022 – Aug 2022</small>
Recovery Premium funding allocation this academic year	£35,380
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	£288,645

Part A: Pupil Premium Strategy Plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Extended periods of lockdown and remote learning have meant that some Disadvantaged students are at greater risk of not achieving what they are capable of. Robust targeted support in every lesson through quality questioning, high levels of stretch and challenge, and accurate, honest feedback on their work, will enable them to close any learning gaps and accelerate their progress in line with their non-Disadvantaged peers.
2	A number of Disadvantaged students have a range of existing learning gaps, in addition to those exacerbated by extended periods of lockdown. Not all Disadvantaged students receive support beyond school in achieving their potential.
3	Following the periods of lockdown, Disadvantaged attendance and engagement with learning was significantly lower than that of their non-Disadvantaged peers. Improving their attendance and Attitude to Learning will enable them to increase their learning and progress.

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
To secure increased outcomes for Disadvantaged students through subject specific targeted interventions to accelerate progress and plug gaps in learning	<ul style="list-style-type: none">• Gap between Projected APS and FFT20 to reduce by at least 50%.• The majority of Disadvantaged students improve their projected grade or Curriculum Related Expectations in the majority of their subjects.
Highly effective bespoke academic and pastoral mentoring to have a significant impact on outcomes and experience for Disadvantaged students through a system of academic mentoring.	<ul style="list-style-type: none">• High standard of student work, evidenced through work scrutiny• High standard of student engagement (Mean ATL score <2) and a significant reduction in any sanctions which reduce contact time in lessons• Gap between projected APS and FFT20 to reduce by at least 50%• The majority of Disadvantaged students improve their projected grade or Curriculum Related Expectations in the majority of their subjects.

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: £ 124,610

Activity	Evidence that supports this approach	Challenge number addressed
To deliver an aspirational curriculum which inspires, motivates and challenges all disadvantaged students, and closes Covid-19-related gaps in learning	<ul style="list-style-type: none"> The EEF key principles identify that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF research and evidence has shown that 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' High quality Progression Maps and Models, including opportunities to develop, students' cultural capital in all subject areas ensure that the curriculum is challenging, engaging and leads to excellent outcomes for all students. 	1
To embed the '5 habits' across all lessons to secure at least good progress for all Disadvantaged students	<ul style="list-style-type: none"> Effective delivery of the '5 habits' raises the profile of our disadvantaged students in every classroom, and ensures they are disproportionately questioned, monitored and in receipt of high quality feedback. 'The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.' (Sutton Trust, 2011). Targeted questioning improves participation in lessons, improves engagement and ultimately Attitude to Learning grades. High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015) 	1
To improve KS3 progress by closing the gap in reading and literacy skills between disadvantaged students and their non-disadvantaged peers.	<ul style="list-style-type: none"> The EEF Teaching and Learning Toolkit states that, 'on average, reading comprehension approaches deliver an additional six months' progress.' Dixons Kings Academy identified in their EEF case study 'a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status.' 	1

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

Budgeted cost: £110,224

Activity	Evidence that supports this approach	Challenge number addressed
To embed subject specific targeted interventions to accelerate progress and plug gaps in learning.	<ul style="list-style-type: none"> • EEF research has found that ‘Students eligible for the Pupil Premium are more likely to be low attaining than other children’. However, in the EEF Teaching and Learning Toolkit, based on extensive evidence, identifies small group and one-to-one tuition is a highly effective strategy in accelerating progress and closing learning gaps. • EEF research has shown that targeted interventions, which are carefully pitched and provide adequate levels of challenge, support individual students to close any learning gaps and are associated with successful outcomes. • ‘Meeting individual learning needs of disadvantaged students improves student progress.’ (DfE, 2015) 	1 & 2
Small group tutoring (1:1 to 1:3) provided by the Tutor Trust	<ul style="list-style-type: none"> • Children who received tutoring from Tutor Trust made three months’ additional progress compared to children in control schools. (EEF 2018) • Among children eligible for free school meals, those who received tutoring made three months’ additional progress compared to children who did not receive tutoring in control schools. (EEF 2018) • Tutored students and their teachers consistently reported increased student confidence.(EEF 2018) 	1 & 2
Small group tutoring provided by an tutor employed by the school	<ul style="list-style-type: none"> • Small group tuition has an average impact of four months’ additional progress over the course of a year (EEF). 	1 & 2
Reading interventions to be put in place for targeted Disadvantaged students, focusing on developing vocabulary and literacy skills, and supporting students to maximise their knowledge and understanding of the taught curriculum	<ul style="list-style-type: none"> • The EEF Teaching and Learning Toolkit shows that effective reading strategies both in and beyond the classroom have a positive impact on students’ ability to access the taught curriculum. • Nationally, children’s reading has been negatively impacted as a result of the pandemic and periods of lockdown, resulting in greater intervention required to close gaps in both reading and vocabulary development. 	1 & 2
Bespoke academic and pastoral mentoring to be provided for Disadvantaged students through a system of staff ‘advocacy’	<ul style="list-style-type: none"> • The impact of academic and pastoral mentoring was positive in 2019-2020 and 2020-2021, particularly where mentoring activities focused on progress conversations, removal of potential learning barriers and staff ‘advocating’ for their disadvantaged students. 	2 & 3

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

Budgeted cost: £67,580

Activity	Evidence that supports this approach	Challenge number addressed
To increase the attendance of Disadvantaged students and reduce the number of those whose attendance is below 90%	<ul style="list-style-type: none"> • “Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent, including English and mathematics, than pupils missing 15-20% of KS4 lessons.” (DfE, 2016) 	3
To decrease the disproportionate negative representation of Disadvantaged students in all Attitude to Learning measures, particularly those which limit contact time in lessons	<ul style="list-style-type: none"> • The EEF Teaching and Learning Toolkit identifies behaviour interventions as producing improvements in academic performance, but the ‘Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.’ • The Attitude to Learning of targeted disadvantaged students is supported through intervention form groups in Key Stage 3, pastoral mentoring through the system of ‘advocacy’ and close monitoring of Attitude to Learning measures as part of the Form Tutor Programme. 	3
To engage Disadvantaged students in an exciting and aspirational enrichment curriculum, which broadens their knowledge and experience. Financial support may be provided where necessary for school trips, uniform, music lessons, revision resources and school equipment, considered on a case by case basis, dependent on the level of need.	<ul style="list-style-type: none"> • EEF research, identified through the case study at Limpsfield Grange School, shows that supporting students to access a range of off-site trips and experiences had a positive impact on the engagement and achievement of their disadvantaged students. • The EEF reports the impact of sports participation on academic achievement as positive. Participating in sports and physical activity is also likely to have wider health and social benefits. 	2 & 3

Total budgeted cost: £ 302,414

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 students in the 2020 to 2021 academic year.

Year 11:

A8 – 43.2, FFT20 42.5

Basics 5 – 45.9% FFT20 29.7%

Basics 4 – 62.2% FFT20 75.7%

Year 10:

38.0 (FFT20 42.6, 10/38 students have improved APS)

APS of students being tutored by the Tutor Trust: English 7.8 - 23/26 students' grades improved or maintained. Maths 6.9 - 18/28 students' grades improved or maintained.

Key Stage 3:

Year 7 49.8 (Targets 54.8, 28/54 students have improved APS)

Year 8 43.8 (FFT20 44.6, 15/50 students have improved APS)

Year 9 45.8 (FFT20 45.3, 19/46 students have improved APS)

Externally provided programmes

Programme	Provider
Small group tuition packages in English and Maths	The Tutor Trust