

# Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of Pupil Premium 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	1591
Proportion (%) of Pupil Premium eligible students	18.9% - 252 students
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	3 years 2021/22 – 2024/25
Date this statement was published	Updated September 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Julian Clough
Pupil Premium lead	Stephen Hackshaw
Governor / Trustee lead	Helen Pemberton

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£305,888
Recovery Premium funding allocation this academic year	£70,104
School Led Tuition Grant	£27,208
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£403,200</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Benton Park School, our aspiration is to raise overall outcomes for all students, and particularly for our disadvantaged students, enabling them to leave us at the end of Year 13 as resilient, ambitious, successful young people. Our provision for them, through our aspirational curriculum, is designed to inspire, motivate and challenge them to be the very best they can be.

High-quality teaching is at the heart of our approach, with a focus on providing the best possible provision for our disadvantaged students. Whilst this is proven to have the greatest impact on closing the disadvantage attainment gap, it will also benefit the non-disadvantaged students in our school.

Our strategy also includes significant focus on increasing the attendance and Attitude to Learning of our disadvantaged students, as, irrespective of the strategies put in place, if children are not present, or not fully engaging in those provisions, they are unlikely to achieve what they are capable of.

## 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 the same levels of 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 improved outcomes for disadvantaged students through subject specific targeted interventions to accelerate progress and plug gaps in learning	<ul style="list-style-type: none"> <li>• The gap between disadvantaged students and their non-disadvantaged peers diminishes</li> <li>• Disadvantaged students make strong progress towards their targets at the end of Key Stage 3 and Key Stage 4</li> <li>• Progress of zero or better for Year 11 disadvantaged students</li> </ul>
To improve the attendance of disadvantaged students in all year groups	<ul style="list-style-type: none"> <li>• Improved average attendance of disadvantaged students</li> <li>• Disadvantaged attendance above national average for Pupil Premium Students</li> <li>• Reduction of the proportion of disadvantaged students with attendance below 90%</li> </ul>
To improve Attitude to Learning and positive student learning behaviours	<ul style="list-style-type: none"> <li>• Improved Attitude to Learning data for disadvantaged students</li> <li>• Greater use of rewards to incentivise disadvantaged students</li> </ul>
To develop disadvantaged students' aspirations to achieve their potential and prepare for their next steps	<ul style="list-style-type: none"> <li>• Disadvantaged students are able to articulate their next steps and what they need to do to get there</li> <li>• No NEET disadvantaged students post Year 11 and Year 13</li> </ul>

## Activity in this academic year

Below are 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: £ 201,600

Activity	Evidence that supports this approach	Challenge number addressed
To deliver an aspirational curriculum which inspires, motivates and challenges all disadvantaged students, as well as closing gaps and addressing misconceptions	<ul style="list-style-type: none"> <li>The EEF key principles identify that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’</li> <li>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.</li> </ul>	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"> <li>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.</li> <li>‘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).</li> <li>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)</li> </ul>	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"> <li>The EEF Teaching and Learning Toolkit states that, ‘on average, reading comprehension approaches deliver an additional six months’ progress.’</li> <li>Dixons Kings Academy identified in their EEF case study that ‘a particular focus on developing pupils’ vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status.’</li> </ul>	1

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

Budgeted cost: £100,800

Activity	Evidence that supports this approach	Challenge number addressed
To embed subject specific targeted interventions to accelerate progress and plug gaps in learning for disadvantaged students	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• ‘Meeting individual learning needs of disadvantaged students improves student progress.’ (DfE, 2015)</li> </ul>	1 & 2
Small group tutoring (1:1 to 1:3) to be delivered in core subjects	<ul style="list-style-type: none"> <li>• Children who received tutoring from Tutor Trust made three months’ additional progress compared to children in control schools. (EEF 2018)</li> <li>• 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)</li> <li>• Tutored students and their teachers consistently reported increased student confidence. (EEF 2018)</li> <li>• Small group tuition has an average impact of four months’ additional progress over the course of a year (EEF).</li> </ul>	1 & 2
Reading interventions to be put in place for targeted disadvantaged students, focusing on developing reading, vocabulary and literacy skills	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	1 & 2

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

Budgeted cost: £100,800

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"> <li>• “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)</li> </ul>	3
To decrease the disproportionate negative representation of disadvantaged students in Attitude to Learning measures	<ul style="list-style-type: none"> <li>• 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.’</li> </ul>	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"> <li>• 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.</li> <li>• 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.</li> </ul>	2 & 3

**Total budgeted cost: £ 403,200**

## 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 2022 to 2023 academic year.

**Year 11 2023 GCSE outcomes:**

Attainment 8: 33.23

Progress 8: -1.01

Basics 5: 23.4%

Basics 4: 42.6%

**Current Year 11 (based on Year 10 AP2)**

Attainment 8: 21.81

Basics 5: 5%

Basics 4: 12%

### Externally Provided Programmes 2022-2023

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