

Pupil premium strategy statement St Benedict's

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25 25/26 26/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah McAlpine
Pupil premium lead	Jayne Stuart
Governor / Trustee lead	Stevie Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,150

Part A: Pupil premium strategy plan

Statement of intent

At St Benedict's, we are committed to providing every pupil, regardless of their socio-economic background, with the support they need to thrive academically, socially, and emotionally. Our Pupil Premium Strategy is designed to close the attainment gap and ensure equity in educational outcomes, enabling all children to achieve their potential.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap. Using rigorous assessment, we plan focused and timely interventions. From the moment pupils start in our school, we immerse them in language, giving them every opportunity to develop their vocabulary and oracy skills.

Quality pastoral care is also vital in closing the attainment gap at St Benedict's. All staff know our families and pupils well. This enables us to provide a holistic approach based on need.

Challenges

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

Challenge number	Detail of challenge
1	Triangulation of evidence and discussions with pupils and their families indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils in comparison to their peers.
2	Triangulated evidence from monitoring activity demonstrates that disadvantaged learners do not attain as highly or make as much progress as their peers in phonics, reading, writing and maths.
3	Our attendance data, both current and historical, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils also have higher levels of persistent absenteeism.
4	The level of parental engagement is lower for our disadvantaged learners compared to their peers which negatively impacts on their attainment 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny
Improved phonics & RWM attainment for disadvantaged at the end of KS1 and KS2	- The gap between disadvantaged pupils and their peers diminishes. - The % of disadvantaged pupils passing the phonic screen increases. - The % of disadvantaged pupils achieving EXS+ increases.
To achieve and sustain improved attendance for disadvantaged pupils.	- The attendance of disadvantaged pupils increases - Persistent absence rates for disadvantaged pupils decreases.
The parents/carers of disadvantaged pupils are more engaged with the school.	Improved parental engagement as demonstrated by: - improved attendance & punctuality - partnership approach to behaviour management resulting in less behaviour incidents

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,010

Activity	Evidence that supports this approach	Challenge number(s) addressed

Bespoke phonics training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2
Purchase of SSP support materials and decodable books	The reading framework - GOV.UK	1 & 2
Provide CPD to support implementation for all curriculum areas.	Providing teachers with a right to high-quality training and development would boost pupil attainment. https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	1, 2 & 4
Curriculum enrichment	Subsidise enrichment opportunities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2 & 4
Whole school oracy project	Oral language interventions EEF	1 & 2

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

Budgeted cost: £4,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster groups and interventions for RWM	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 & 2
Employ TA to assess and deliver phonics interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1&2

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

Budgeted cost: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice as set out in the DfE's 'Improving School Attendance'. Continue to develop and implement bespoke attendance strategies (See Attendance Strategy doc.)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3 & 4
Subsidised places at breakfast club	(See above)	3
Targeted approaches which encourage parents to support their children including: Phonics & maths workshops; celebration of learning and an art gallery.	Maximising parental engagement has been proven to have a positive impact on pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4 & 4

Total budgeted cost: £20,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes: July 2026
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny	Whole School Focus on improving Oracy. Improved oral language evident through focused speech and language interventions. Successful outcomes from Speech and Language interventions. Lesson observations and learning walks indicate improved engagement in oracy and use of higher-level vocabulary.
Improved phonics & RWM attainment for disadvantaged at the end of KS1 and KS2	- The gap between disadvantaged pupils and their peers diminishes. - The % of disadvantaged pupils passing the phonic screen increases. - The % of disadvantaged pupils achieving EXS+ increases.	Gap has been closed in some year groups. <u>Phonics Screen</u> 100% disadvantaged children passed the Phonics Screen. <u>KS1 Disadvantaged Outcomes</u> R: 50%, W: 50%, M: 100% RWM: 50% <u>MTC Year 4</u> 100% of PP pupils achieved 20+ <u>KS2 Disadvantaged Outcomes</u> R: 67%, W: 100%, M: 67% RWM: 67%
To achieve and sustain improved attendance for disadvantaged pupils.	- The attendance of disadvantaged pupils increases. - Persistent absence rates for disadvantaged pupils decreases.	IDSR highlights 'relative improvement' in attendance of disadvantaged pupils (2024-25) which improved to 93.1%. Attendance levels for PP are still below National and remains a key focus area. New Attendance Policy in place for September 2026.

The parents/carers of disadvantaged pupils are more engaged with the school.	Improved parental engagement as demonstrated by: • improved attendance & punctuality • partnership approach to behaviour management resulting in less behaviour incidents	Attendance see above. Improved punctuality for disadvantaged pupils due to support systems offered by school. Behaviour for learning is good.
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Externally provided programmes

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

Programme	Provider
NA	