

## 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	Benfield School
Number of pupils in school	968
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Year Plan Year 1 of 3
Date this statement was published	Monday 3 <sup>rd</sup> October 2022
Date on which it will be reviewed	Friday 12 <sup>th</sup> May 2022
Statement authorised by	Mr A Martin
Pupil premium lead	Mr S Edge
Governor / Trustee lead	Mr P Anderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£614,148
Recovery premium funding allocation this academic year	£184,721
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£798,869

# Part A: Pupil premium strategy plan

## Statement of intent

Benfield School is an inner city school located in the city of Newcastle-upon-Tyne in the North East of England. Our catchment area covers areas of socio-economic challenge and industrial decline with generational unemployment and lack of education, employment and training. 55% of our pupils are in receipt of free school meals, well above the national and local averages and 61% are in receipt of funding from the pupil premium. This is the highest for a secondary school in the city. Benfield continues to provide an education for a large number of children looked after, with 21 currently on our school roll, who are also in receipt of pupil premium plus funding due to their status. There are currently 56 pupils with an EHCP registered at Benfield which is well above the national average. This is due to increase due to undiagnosed conditions at primary school. In 2022, the national average for students with an EHCP in secondary schools was 2% and for SEN support (K) was 12%. 24% of pupils at Benfield are SEND K, double the national average. The number with an EHCP is 2.5x the national average. 91% of pupils at Benfield live in an IDACI 1-5 area with over 1/3rd of these living within some of the most deprived postcodes in England. 66% of our catchment area were deemed in the most recent National Statistics survey to be economically active, well below the national average. The level of disadvantage for the wards that students at Benfield School attend including those who are in generational unemployment is well above the national average with the percentage being long term sick or disabled being three times the national average. In terms of qualifications, our catchment has the highest percentage, 30.3% of adults with no formal qualifications, which is more than double the national and city averages. The percentage of children living in our catchment living in relative poverty is 42% and absolute poverty is 33%. Our school and community face many diverse challenges. The school recently, as of July 2022, appointed a new Headteacher and is supported by an Executive Director for School Improvement. Both the headteacher and executive director have come from schools in which they have demonstrated an ability to transform lives through positive change and strong leadership.

The main objective of this plan is to ensure that an equal playing field is created to the best of our power between PP and non-PP pupils to ensure all have positive life chances. This plans objective is to remove barriers that pupils may find in their lives outside of school. Once pupils leave Benfield, they will not be identified as 'disadvantaged' by wider society. We therefore need to give pupils the opportunity to thrive in an environment in which they are nurtured in order to receive a strong educational offer and achieve positive outcomes. From these positive outcomes, we can transform pupils lives.

Our approach at Benfield is to transform lives through hard work, dedication and high challenge. We do not apologise for having high expectations of all of our pupils, and by extension their families. We know that barriers exist, but we are educating pupils about overcoming barriers and developing a no excuses culture. This plan is a three-year plan which will focus on: -

- Ensuring that pupils are in school, learning and receiving a spiralsised curriculum offer that is both broad and balanced. Pupils attendance to school has been historically low with little to no challenge provided by the school or local authority to ensure good attendance.
- The cultural capital of our pupils is not as good as it should be and many do not experience the opportunities that many other pupils in modern Britain experience. Our plan ensures that all pupils are given the opportunity to enjoy and thrive at several activities including out of school opportunities, national and international sporting fixtures and a range of cultural experiences.
- The curriculum model at Benfield did not meet the needs of the local community and the future workforce requirements. The curriculum offer was too narrow with the arts either removed or squeezed out. The offer on modern foreign languages during the coronavirus pandemic meant that too many pupils were disapplied from this subject and therefore not able to study it further. This plan will allow the school to revitalise the curriculum putting knowledge and skills at the forefront of our offer.
- Our local community suffers from generational unemployment which has led to low aspirations. Working with local partners, this plan seeks to revitalise the fortunes of our community and enable not just our pupils but their families to receive the education and training needs they require for employment. We also wish to work with stakeholders and partners in order to ensure that our diverse and multicultural community at Benfield School feels safe and secure within our wider community in which we are based.
- Attainment and progress within multiple subjects has been below the national average at Benfield School for many years. Schemes of learning within the departments have not allowed pupils to be challenged and have not taught to the top. This plan will ensure that additional capacity and investment are placed within these two departments and will allow for an external review to be carried out in order to ensure that the curriculum meets the needs of all pupils.
- Our most able pupils at Benfield have not been provided with the enrichment and co-curricular offer that they need in order to attain grades 8 & 9's. In written analytical questions, pupils need a wider knowledge than what is taught in the classroom. Following Bourdieu's evidence gathering, we need to ensure that pupils are expecting objective and embodied experiences in order to provide the qualifications and grades they need to grow.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of attendance across all year groups leading to cumulative dysfluency and lack of engagement in academic study.
2	Lack of cultural capital due to lack of experiences outside of school.
3	A legacy of a reduced curriculum offer which has led to a knowledge deficit in subject areas and knowledge and skills needed to thrive not just in modern Britain but
4	A lack of ambition for high challenge and high expectations due to socio-economic issues within the community.
5	Attainment within English and Mathematics remains below both national and regional averages which does not allow our pupils to compete on a level playing field.
6	Pupils who are high ability do not perform as well as their peers nationally and do not attain the highest grades.

## 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
Improve levels of attendance	Year 1: 85% attendance Year 2: 90% attendance Year 3: 95% attendance
Improve levels of functional literacy and comprehension	Year 1: High levels of support and intervention in reading to be introduced for KS3 pupils. Year 2: Embedded support for KS3 pupils in reading and a continuation of support to allow for progress in English and other subjects through an advanced reading programme. Year 3: All pupils functionally literate by the end of Year 7
Improve metacognitive strategies in a wide variety of subjects	Year 1: Teachers introduced to metacognitive strategies from EEF. Year 2: Pupils engage in metacognitive strategies from EEF. Year 3: Pupils levels of attainment and progress increase due to metacognitive understanding and techniques.

<p>Improve the awareness that pupils have not just of modern Britain, but of career choices and experiences globally.</p>	<p>Year 1: Ensure all pupils in Year 10 &amp; Year 11 have had a careers meeting  Year 2: Ensure that cultural expeditions of enrichment take place in and out of school  Year 3: Turing Scheme links to be developed to further engage pupils with learning outside of the classroom.</p>
<p>Improve the curriculum offer so that it is broad and balanced</p>	<p>Year 1: Introduction of a two-week timetable with the arts and technology a core part of this offer. Sport having an enhanced profile at the school.  Year 2: All pupils to have a double period of sport in order to ensure high levels of knowledge and skills and to lower childhood obesity.  Year 3: Music to be embedded into the curriculum offer with additional KS4 subjects.</p>
<p>A better understanding of the arts and the impact of the arts on overall wellbeing and cultural capital</p>	<p>Year 1: Art added as a core part of the curriculum.  Year 2: Regular performances by pupils in school (weekly) to demonstrate talent and flare and develop confidence.  Year 3: Regular internal and external sport fixtures and trophies as well as the school featuring in national and regional competitions.</p>
<p>Improved English and Mathematics results</p>	<p>Year 1: 5+ 45% and 4+ 60%  Year 2: 5+ 50% and 4+ 70%  Year 3: 5+ 60% and 4+ 80%</p>
<p>A greater understanding of best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.</p>	<p>Year 1: Learning summary in pupil journals becoming more consistent to ensure regulation. A wider curriculum offer.  Year 2: Pupils able to explain and cite exceptional works for example 'Invictus' and the 'Prelude'.  Year 3: Strong KS3 internal assessments following regular assessment with pupils being able to articulate learning and understanding to people internally and externally.</p>
<p>Improvement in progress and attainment made by PP and non-PP pupils</p>	<p>Year 1: Pupil premium pupils attainment &amp; progress scores to be in line with that of PP pupils nationally.  Year 2: PP pupils attainment and progress scores in line with non-pp nationally.  Year 3: PP pupils attainment and progress scores above non-pp nationally.</p>



## 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: £ £400,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of an additional geography teacher in addition to demand to meet the future needs of the curriculum.</i>	Having additional teaching capacity, with teachers who have strong subject knowledge is evident in many forms of research and is a key point of reference for Ofsted and in the teachers standards for England. Geography is a subject in which performance by pupils has been variable. With the addition of capacity within the department and an intensive coaching programme, we are confident that progress will be able to be demonstrated with reduced class sizes and a more focused curriculum.	3, 4 & 6
<i>Reduced class sizes for lower attainers and higher attainers.</i>	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. Research shows a potential 2 month progress gain following this form of intervention as a curriculum model.	1, 3, 4, 5 & 6
<i>Recruitment of an additional PE teacher in addition to demand to</i>	Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.	3, 4 & 6

<p><i>meet the future needs of the curriculum.</i></p>	<p>This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. 1 months worth of progress is evident from strong research into this area.</p> <p>With the schools new curriculum model, all pupils receive double periods of physical education.</p>	
<p><i>Recruitment of an English/Drama teacher to allow a broader curriculum delivery.</i></p>	<p>Drama has now been introduced as a core component of our Key Stage 3 curriculum offer. Drama will allow pupils to further engage in the arts, with art participation being shown to demonstrate through some studies a three month impact on pupil progress. The addition of this member of staff outside of the previous model, also provides additional capacity to the English department to secure the fundamentals in Year 7.</p>	<p>3, 4, 5 &amp; 6</p>
<p><i>Promethean Interactive Boards &amp; GSuite</i></p>	<p>The school has invested heavily in IT over the summer holidays with each classroom having a new teacher PC as well as an interactive touch screen display, these replace the previous projectors which had dulled with age. This now allows all pupils to fully engage in the lesson without eye strain. All pupils will also soon have access to the full Google suite of products. Research conducted by Ofsted during lockdown found the 'gold standard' was best achieved with schools who had utilised primarily the GSuite system.</p>	<p>4</p>
<p><i>High Quality Teaching and Learning CPD</i></p>	<p>Great system leaders of the next decade will be great because of the quality of their teacher training. All</p>	<p>3, 4, 5 &amp; 6</p>



	<p>members of staff receive weekly CPD to ensure that they are all aware of recent changes in approach and research and in order to ensure that they are 'ahead of the game'. CPD takes many forms including paired learning in the form of triads to reflection tasks and other EEF led strategies.</p>	
<p><i>Equipment packs have been sourced for the most disadvantaged and provided to students in greatest need of it in order to progress in their education.</i></p>	<p>High levels of disadvantage within our postcode have led, especially during the current socio-economic situation to pupils not being able to supply some equipment needed for school. The school have therefore decided, following suit with other schools in the local area to purchase equipment packs, including a learning journal for pupils. This will help to self regulate pupils learning and allow them to document their learning experience as a form of meta-cognitive loading.</p>	1 & 4
<p><i>Embed and quality assure the implementation of the Feedback Policy in all lessons.</i></p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). An intensive CPD programme needs to be put in place and research conducted at successful models at other schools regionally (St Aidan's) and nationally (Michela) to gain a further insight. EEF research is strong in this area with approximately 6 month progress being able to be evidenced.</p>	3, 4, 5 & 6
<p><i>Reading strategies</i></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then</p>	3, 4, 5 & 6

	identifying and resolving difficulties for themselves. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	
<i>School Improvement Partner Coaching of ECT's</i>	The foundations of the Early Career Framework show that good quality teacher education leads to good quality teachers. Therefore, the school and the trust have decided to use our school improvement partner in an alternative form one afternoon per week to provide coaching for ECT's in their first and second year at Benfield. The experience of an ex-Headteacher of an outstanding school will provide ECT's with the knowledge and skills to further develop in their roles.	4 & 6
<i>Metacognition embedded in learning and associated CPD.</i>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning  metacognition – often defined as 'learning to learn'; and  motivation – willingness to engage our metacognitive and cognitive skills. EEF research in this area is strong with a potential 7 months worth of progress evident following research projects.</p>	4 & 6

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

Budgeted cost: £ £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 academic support.</i>	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. EEF research shows that 5 months worth of progress is able to be achieved through this method of support.	3, 4, 5 & 6
<i>Structured interventions outside the classroom</i>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. Although evidence of this strategy lacks robust evidence, EEF evidence suggests approximately 4 months worth of progress is possible.</p>	3, 4 & 6
<i>External careers support and aspirations – Careers Wave</i>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories:</p> <p>interventions that focus on parents and families;</p> <p>interventions that focus on teaching practice; and</p>	4

	<p>out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. Although evidence to support this is limited, an impact has previously been seen in Benfield though this form of intervention.</p>	
<i>Tier System</i>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues. EEF research shows that 4 months worth of progress is possible from this source of intervention.</p>	1, 2 & 4

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

Budgeted cost: £ 198,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance team and enforcement</i>	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to a new evidence review published by the Education Endowment Foundation (EEF). An attendance	1

	officer has been secured as well as an additional attendance officer vacancy being made available.	
<i>Redecoration and re-design of the school site</i>	Changing the physical conditions or built environment of settings, either by moving to a new building, or making physical changes to improve the structure, air quality, noise, light or temperature of an existing learning space. It is difficult to estimate the costs of changes to the built environment precisely, as they are usually part of capital spending, rather than annual budgets. Benfield School had not received an update in 'look' since 2009 following the BSF successful bid.	4
<i>Increase attendance rates for students eligible for pupil premium through attendance officer deployment</i>	Benfield School will work alongside pilot projects to increase attendance nationally. His Majesty's Government are working with system leaders to ensure that schools learn from best practice and research within each of their hubs.	1 & 4
<i>Increase self-esteem, resilience and aspiration for the future through engagement programmes and PSHCE</i>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p>	1 & 2
<i>High quality interventions</i>	Behaviour interventions seek to improve attainment by reducing challenging	3, 4, 5 & 6

<p><i>for behaviour and wellbeing, securing outcomes for disengaged students.</i></p>	<p>behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues. EEF research shows that 4 months worth of progress is possible from this source of intervention.</p>	
<p><i>Year 11 Intervention Weekend</i></p>	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p> <p>Adventure learning interventions typically do not include a formal academic component, so this summary does not include forest schools or field trips. Although evidence for this project is not strong, projects run at other local schools such as Thorp Academy, Blyth Academy and Dyke House Academy proved effective and results could be replicated at Benfield.</p>	<p>1, 2, 4 &amp; 5</p>
<p><i>Wider co-curricular programme</i></p>	<p>Co-curricular refers to activities, programs, and learning experiences</p>	<p>2</p>

	<p>that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.</p> <p>Co-curricular activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded, they do not allow students to earn academic credit, they may take place outside of school or after regular school hours, and they may be operated by outside organizations. That said, these traditional distinctions between academic and co-curricular programs are being eroded in some schools—see learning pathways for a more detailed discussion.</p> <p>A few examples of common educational opportunities that may be considered co-curricular include student newspapers, musical performances, art shows, mock trials, debate competitions, and mathematics, robotics, and engineering teams and contests. But given the differing interpretations of the term, as well as its many potential applications, it's best to determine precisely how co-curricular is being used in a particular educational context.</p>	
<i>Enrichment programme</i>	<p>At Benfield School we are passionate about enriching the lives of our students beyond the classroom. Benfield has a history of offering a comprehensive enrichment program after the end of the formal school day.</p> <p>Our aim is to encourage every child to participate in at least one enrichment activity a week so their experience at Benfield School is as diverse as possible.</p>	2
<i>Arts Participation</i>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	2

	<p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. EEF Research shows that approximately 3 months progress is made through this strategy.</p>	
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**Total budgeted cost: £ £798,869**



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
National Tutoring Programme	Protocol Education

## 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.*