

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	971
Proportion (%) of pupil premium eligible pupils	59.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan Year 2 of 3
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr A Martin
Pupil premium lead	Mr P Teah-Smith
Governor / Trustee lead	Mr P Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£607,545
Recovery premium funding allocation this academic year	£162,012
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	£769,557

Part A: Pupil premium strategy plan

Statement of intent

School Context

The context of our school within our local community represents a significantly higher proportion of pupils eligible for the pupil premium grant than those nationally. 59.8% are in receipt of funding from the pupil premium. This is the highest for any secondary school within the city of Newcastle upon Tyne. 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. In 2022, the national average for students with an EHCP in secondary schools was 2% and for SEN support (K) was 12%. 14% of pupils at Benfield are SEND K. The number with an EHCP is almost 2.5x the national average. 13.4% of pupils are double disadvantaged (both in receipt of the pupil premium grant and on the SEND register. There are currently 50 pupils with an EHCP registered at Benfield which is well above the national average. Our school and community face many diverse challenges.

Vision and values

Our vision is: To be one community with a relentless ambition to grow leaders, inspire the extraordinary and achieve excellence for all.

The four pillars and associated *values* at Benfield are:

- **Leadership** with *integrity*
- **Ambition** through *resilience*
- **Community** with *kindness*
- **Excellence** and *pride*

These are particularly important for pupils receiving the pupil premium grant. We do not let their disadvantage define them. 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.

We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.

Intent

The School Development Plan has 4 key priorities linked to the pillars.

KEY PRIORITY 1: Creating a culture of personal leadership at all levels, supported by rigorous accountability systems and structures, to deliver sustainable school improvement (**LEADERSHIP**)

KEY PRIORITY 2: Successfully implement our Trust's secondary school Attendance Policy to impact positively on attendance (**AMBITION**)

KEY PRIORITY 3: Successfully implement the planned curriculum offer within personal development designed to meet the needs of Benfield's pupils (**COMMUNITY**)

KEY PRIORITY 4: Embedding quality feedback and implementing effective adaptive teaching to improve outcomes for all, specifically for disadvantaged and SEND pupils (**EXCELLENCE**)

Each key priority focuses on pupils in receipt of the Pupil Premium grant. We have high ambitions for our pupils and want disadvantaged pupils to be able to compete with their non-disadvantaged peers. This means that they will be fully equipped and have improved life chances.

Challenges

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

Challenge number	Detail of challenge
1	Influence of multi-generational unemployment means that low community value is placed on education which results in low levels of attendance
2	Low attendance results in gaps in knowledge and lack of engagement with the schools well planned curriculum
3	Deprivation leads to low levels of cultural capital which impacts on childrens' long term schema development
4	Embedded low aspiration and lack of role models within the community for access to level 3 study and beyond
5	On entry profile for reading are consistently significantly below national levels (and age related expectations)
6	Following national trends, pupils enter the school with a lack of personal knowledge and support to maintain a lifelong commitment to making healthy life choices
7	Lack of early vocabulary development presents challenges for engaging in disciplinary literacy and ongoing oracy development.

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	
	Year 2	Year 3
LEADERSHIP: To deliver sustainable school improvement	By the end of the academic year all Yr 7 PP pupils have an opportunity to engage in a leadership activity through the planned Personal Development (P.D) curriculum	By the end of the academic year all PP Yr 7&8 pupils have at least one opportunity to engage in a leadership activity through the planned Personal Development (P.D) curriculum
	NEET figure for PP is below 3% but close to national average	NEET figure is in line with national average for PP
	75% of PP pupils achieve the outcomes required to progress 'on and up'	85% of PP pupils achieve the outcomes required to progress 'on and up'
AMBITION: Be highly aspirant for levels of attendance	Attendance shows at least a 5% improvement from previous year for PP pupils	Attendance shows at least a 5% improvement from previous year for PP pupils
	<ul style="list-style-type: none"> • DA (Disadvantaged) compared to non DA gap is reduced by 2% • Attendance of SEND pupils increases by 10% 	<ul style="list-style-type: none"> • Gap between DA and non DA pupils continues to decrease • Attendance of DA and SEND pupils shows significant improvement
	Persistent absence will show a 10% reduction based on 2022-2023 figure	Persistent absence to be reduced by 10% based on previous year (2023-2024)
	The number of days lost due to suspensions will significantly decrease due to improved culture and effective interventions	The number of days lost due to suspensions and the number of suspensions issued will significantly decrease due to a continued improvement of the culture and climate
	Stakeholder voice is clearly demonstrating a positive improvement in climate and culture	Pupils will be actively engaged in all aspects of school life, engaging positively with their learning experiences

COMMUNITY: To successfully implement the planned curriculum for personal development	50% of PP pupils will experience at least one enrichment activity per term	75% of PP pupils will experience at least one enrichment activity per term
	50% of PP pupils will take part in an extracurricular activity regularly	75% of PP pupils will take part in an extracurricular activity regularly
	100% of PP pupils who regularly attend in year 7 and 8 participate in careers activities throughout the year	All PP pupils who regularly attend in Key Stage 3 (year 7, 8 and 9) participate in careers activities throughout the year
	School of Sanctuary implementation plan is introduced to all staff and CPD given	School of Sanctuary is embedded throughout the curriculum
EXCELLENCE: Embedding quality feedback and implementing effective adaptive teaching to improve outcomes for all, specifically for disadvantaged and SEND pupils	PP pupils begin to articulate their learning over time in all subjects to classroom teachers with scaffolding	PP pupils can mostly articulate their learning over time in all subjects to classroom teachers and wider stakeholders with scaffolding
	All PP pupils have been assessed for literacy and gaps identified - appropriate interventions are taking place in all year groups	Most PP pupils are functionally literate by the end of Year 11
	Leaders and teachers are able to analyse and articulate the PP data from their groups and identify appropriate interventions in identified groups.	PP pupils in all sub groups consistently achieve in line with national average
	All pupils with SEND will have a support plan. All staff use these support plans to implement adaptive teaching.	All staff use support plans well to ensure that pupils with SEND (and those double disadvantaged) have the opportunity to articulate their learning
	A remodelled curriculum in line with school priorities to ensure all pupils study at least 8 appropriate subjects. There	A remodelled curriculum in line with school priorities to ensure all pupils study at least 9 appropriate subjects. There is

	is an increase of pupils who have an appropriate Attainment 8 curriculum, unless identified bespoke need - increased uptake in EBACC by 5%..	an increase of pupils who have an appropriate Attainment 8 curriculum, unless identified bespoke need - increased uptake in EBACC by a further 5%.
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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: £385,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise CPD for staff to improve the effectiveness of quality first teaching</p>	<p>From the EEF Pupil Premium resource: Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>ECT Framework resources Range of evidence and research to inform planned sessions. Sessions to focus on:</p> <ul style="list-style-type: none"> ● Live Marking ● Formative Assessment strategies ● Meeting the needs of learners in lessons through adaptive teaching ● Engagement strategies 	<p>1, 2, 3, 4, 5, 7.</p>

	<p>EEF Metacognition and Self Regulated Learning (April 2018)</p> <p>EEF Effective Professional Development (October 2021)</p> <p>NEAT principles of Quality First Teaching. DR ICE based on many sources of evidence.</p> <p>EEF Making Best Use of Teaching Assistants (October 2018)</p>	
<p>Implement and provide training for staff to deliver a cumulative and rigorous assessment structure to enable more accurate identification of underperformance of pupils</p>	<p>From the EEF Pupil Premium resource: Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p> <p>EEF Effective Professional Development (October 2021)</p> <p>EEF Teacher Feedback to Improve Pupil Learning (June 2021)</p> <p>NEAT principles of Quality First Teaching. DR ICE based on many sources of evidence.</p>	<p>1, 2, 3, 5, 7.</p>
<p>Introduction of explicit PSHE and Citizenship lessons to enhance the personal development provision</p>	<p>59% of costs to meet needs of DA learners</p> <p>The Impact of Citizenship Education (November 2020)</p> <p>The Progressive Think Tank. Citizen Schools: Learning to rebuild democracy</p>	<p>1, 3, 4, 6.</p>

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

Budgeted cost: £192,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme for year 11	<p>From the Pupil Premium resource: Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</p> <p>National Tutoring Programme: Guidance for Schools (August 2023)</p> <p>Independent review of Tutoring in Schools (October 2023)</p> <p>School-led Tutoring Guidance (April 2022)</p>	1, 2, 3, 5, 7.
Phonics delivery	<p>From the Pupil Premium resource: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <p>EEF Improving Literacy in Secondary Schools (July 2018)</p> <p>EEF Preparing for Literacy (2021)</p> <p>Fresh Start is a systematic synthetic phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently</p>	1, 5, 7

Relocation of successful Aspire provision to extend capacity	EEF Special Educational Needs in Mainstream Schools (March 2020) EEF Improving Behaviour in Schools (June 2019)	3, 4, 7.
SEND Hub to better meet the needs of double disadvantage pupils	From the Pupil Premium resource: Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. EEF Special Educational Needs in Mainstream Schools (March 2020)	1, 4, 5, 6, 7

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

Budgeted cost: £ 191,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build Leadership capacity within the strategic Attendance Team	EEF Guide to the Pupil Premium (Sept 2023) From the Pupil Premium resource: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF Parental Engagement Guidance Report (Dec 2018)	1, 2, 4, 5, 7

	<p>EEF Guide to the Pupil Premium (Nov 2021)</p> <p>Additional capacity enables leaders to interact more positively and more readily with parents to change a culture of habitual poor attendance across our community.</p>	
Introduce a Trust wide attendance policy	<p>EEF Guide to the Pupil Premium (Sept 2023)</p> <p>Working Together to improve School Attendance (May 2022)</p> <p>Securing good attendance and tackling persistent absence (Feb 2022)</p> <p>Work on best practice across schools in similar contexts to maximise attendance for all with a particular focus on PPG children to change a culture of habitual poor attendance across the community.</p>	1, 2, 4, 5, 7
Build operational capacity within the Pastoral System to promote behaviour for learning	<p>BERA. Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners (Nov 2019)</p> <p>Why pastoral roles are absolutely critical for schools (Sept 2021)</p>	1, 3, 4
Transition lead appointed to ensure pupils are secondary ready	<p>EEF - Supporting pupils through transitions - a trio of challenges (May 2021)</p> <p>Bharara, G. (2020) <u>Factors facilitating a positive transition to secondary school: A systematic literature review</u>, International Journal of School & Educational Psychology, 8:sup1, 104–123, DOI: 10.1080/21683603.2019.1572552.</p> <p>Jindal&dash;Snape, D., Hannah, E. F., Cantali, D., Barlow, W., MacGillivray, S. (2020) <u>Systematic literature review of primary–secondary transitions: International research</u>. Review of Education, 8(2), 526–566.</p>	1, 3, 5, 6, 7

<p>Relational Approach – introduce Check Ins through tutor sessions in Year 7 and 8 for SEMH/Mental Health support and develop good habits for learning</p>	<p>EEF Guide to the Pupil Premium (Sept 2023)</p> <p>From the Pupil Premium resource: Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Relational practice: Improving behaviour and school culture (Jan 2022)</p> <p>Theory and research from the fields of Neuroscience, Attachment, Trauma, Adverse Childhood Experience, Intersubjectivity and Restorative Approaches.</p> <p>EEF Improving Behaviour in Schools (June 2019)</p> <p>Mental Health and Behaviour in Schools (DfE, 2018)</p>	<p>1, 3, 4, 6, 7.</p>
<p>Reading Room</p>	<p>The Benefits of Libraries and Reading Rooms in Schools (Sept 2019)</p> <p>2017 National Literacy Trust report, <u>A literature review of current provision and evidence of impact</u>, and the 2013 <u>Impact of school libraries on learning</u>, from the Scottish Library and Information Council.</p>	<p>3, 5, 7.</p>
<p>Resources for wider curriculum offer outside of classrooms to develop pupils cultural capital</p>	<p>EEF Guide to the Pupil Premium (Sept 2023)</p> <p>From the Pupil Premium resource: Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p>	<p>1, 3, 4.</p>

	<p>SecEd. Extra-curricular activities: Cultural capital and personal development (June 2022)</p> <p>SecEd. Extra-curricular activities as part of a broad and balanced curriculum (June 2022)</p> <p>SecEd. Extra-curricular activities: Staffing, scheduling and the Pupil Premium (June 2022)</p> <p>SecEd. Extra-curricular activities: Ensuring equity (July 2022)</p>	
Appointment of vulnerable learner lead	<p>SecEd. Case study: Implementing a Vulnerable Learners' Strategy (April 2023)</p> <p>SecEd. Supplement: Vulnerable learners: Attendance & poverty (March 2023)</p> <p>SecEd. Boosting attendance and addressing the impact of poverty for vulnerable learners (March 2023)</p> <p>SecEd. Supplement: The many faces of our vulnerable learners. (Jan 2021)</p> <p>SecEd. Supplement: Back from the Brink: How can we re-engage disengaged students? (April 2022)</p>	1, 2, 3, 4, 6.
Celebration events/reward strategy to maximise opportunities for DA children to develop cultural capital	<p>School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018)</p> <p>DfE (2017) Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education. London: Department for Education</p>	1, 2, 4.

Total budgeted cost: £796,557

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 2022 to 2023 academic year.

Year 1 review (2022/2023):

An evaluation has been received by the Local Governing Committee.

Some of the successes include:

Recruitment of an additional geography teacher in addition to demand to meet the future needs of the curriculum.

Recruitment of an additional PE teacher in addition to demand to meet the future needs of the curriculum.

Recruitment of an English/Drama teacher to allow a broader curriculum delivery.

Recruitment of a Music teacher to allow a broader curriculum delivery.

All classrooms now have touch screen interactive whiteboards with previous projectors removed. The school has now also migrated to Google Classroom and G Suite.

Introduction of the Aspire provision

Attendance

	All	PPG	Non-PPG	Gap	PA All	PA PPG	PA Non PPG	Gap
2021/22	80.5%	76.37%	87.19%	10.82%	60.07%	70.85%	19.81%	51.04%
2022/23	80.1%	74.5%	89.3%	14.80%	53.12%	64.05%	35.60%	28.45%
2023/24 *to date	87.47%	83.39%	93.65%	10.26%	34.38%	44.35%	19.80%	24.55%

The PA for PP was reduced from 70.85% to 64.05%. The PA gap was significantly reduced from 51.04% to 28.45%.

Achievement Profile Year 11

All Students	2023	2024	Non-Disadvantaged	Disadvantaged
KS2 Prior Attainment Score	102.65	103.72	102.87	102.51
Cohort Size Y11	173	199	66	110
Attainment 8	33.63		44.96	43.22
Progress 8	-1.1		-0.44	-1.46
Att 8 English	3.74		4.11	2.94
Progress 8 English	-1.1		-0.78	-1.79
Att 8 Maths	3.43		4.29	2.95
Progress 8 Maths	-0.9		-0.16	-1.28
Progress 8 EBAC	3.36		3.66	2.52
EBAC entries (numbers)	19		11	8
EBAC St Pass (numbers)	9		6	3
Progress 8 Open	3.06		3.86	2.61
Basics 4+ %	41.62		58.73	31.82
Basics 5+ %	22.54		36.51	14.55

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.