



# St Benedict's Catholic Primary School

## Pupil Premium Strategy Statement 2025 - 2026

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.

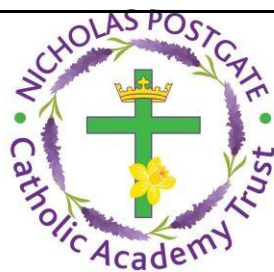
### School Overview

| Detail                                          | Data                                              |
|-------------------------------------------------|---------------------------------------------------|
| School name                                     | St Benedict's Catholic Primary School, Ampleforth |
| Number of pupils in school                      | 83                                                |
| Proportion (%) of pupil premium eligible pupils | 7.2 %                                             |



|                                                                         |                            |
|-------------------------------------------------------------------------|----------------------------|
| Academic year/years that our current pupil premium strategy plan covers | 2024/25 – 2025/6           |
| Date this statement was published                                       | October 2025               |
| Dates on which it will be reviewed                                      | March 2026                 |
| Statement authorised by                                                 | Gerard Eddy<br>Headteacher |
| Pupil premium lead                                                      | Gerard Eddy<br>Headteacher |

## Funding overview



| Detail                                                                                                                                                                          | Amount  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                             | £ 9,790 |
| Pupil premium funding carried forward from previous years                                                                                                                       | £ 0     |
| <b>Total budget for this academic year</b><br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 9,790 |



## Part A: Pupil premium strategy plan

### Statement of intent

Adopting a whole school approach, our intention is that all pupils in receipt of Pupil Premium funding make excellent academic progress and achieve their full potential, attaining highly across all subject areas.

The focus of our Pupil Premium Strategy is to support disadvantaged and ensuring that they are challenged in the work that they are set.

All of our children in receipt of a Pupil Premium Grant will access effective Quality First Teaching and high quality resources. They will be supported by skilled and knowledgeable teachers and teaching assistants. They will be prioritised for additional individualised academic support and focused intervention.

We aim for all our Pupil Premium children to leave St Benedict's academically ready for their chosen Secondary schools .

### Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|



|   |                                                                                                                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Children have difficulty with communication and language skills. These areas of learning are behind age related expectations.                                                                                 |
| 2 | Children display difficulties when trying to read. They have difficulties using inference and deduction when reading age appropriate texts. The children are also below age expectations for reading fluency. |
| 3 | Children display difficulties understanding specific mathematical concepts. Lack of fluency with four rules strand of Maths.                                                                                  |

### **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                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maths attainment gap between Pupil Premium children and national end of year expectations is closed with peers. | <p>Children to demonstrate at least 'Good' rates of progress across all Maths curriculum, with specific focus on Four rules strand.</p> <p>Children reach 'Expected Standard' in four rules strand of Maths at the end of Key Stage 2</p> |
| Pupil Premium pupils to close the attainment gap in Writing                                                     | Increased levels of academic progress, irrespective of starting points. Majority of Pupil Premium children to show at least expected progress in Writing strand of the National Curriculum.                                               |



Improved communication and language skills.

Children use a range of oral strategies to verbalise their learning with their peers

Children are able to confidently verbalise their learning.

Identified children to receive regular speech and language support from school staff. The recommendations that school carries out from speech and language professionals will show children can confidently and accurately communicate their learning with others



### **Activity in this academic year**

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

### **Teaching** Budgeted cost: £ 2,700

| Activity                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Dedicated teaching assistant support in classrooms to enable PP to access whole curriculum | <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/teaching-assistantinterventions?utm_source=/educationevidence/teaching-learningtoolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20assistant">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/teaching-assistantinterventions?utm_source=/educationevidence/teaching-learningtoolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20assistant</a><br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf</a> | 1, 2, 3                       |



|                                                                                                      |                                                                                                                                                                                                                                             |       |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Ensuring that the curriculum is carefully planned and sequential and individual subjects are linked. | Children are able to make links and see connections between subject areas and different topics. The making of these links and revisiting prior skills and knowledge then consolidates and further embeds learning in their long term memory | 1,2,3 |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

### **Targeted academic support**

Budgeted cost: £ 5,900

| Activity                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Dedicated Teaching assistant hours given to support PP children. Individual and small group support for Maths to take place during afternoon sessions | <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a> | 1                             |



|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Dedicated, trained teacher assistants to work with individual PP children who are working below their Writing age group expectations.</p> | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759249376">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759249376</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> | <p>2</p> |
| <p>Dedicated teacher assistants to work with individual PP children who require communication and language support.</p>                      | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1759330175">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1759330175</a></p>                                                                                                                                                                                                                                                                                | <p>3</p> |

**Wider strategies** Budgeted cost: £ 1,200

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



|                                                                                                        |                                                                                                                                                                                                                                                                                              |        |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Financial support for PP children – purchase of uniform, subsidise residential visits and school trips | <p>Greater levels of self-esteem will lead to more confident learners, engaged with learning and willing to take risks.</p> <p>Increased enjoyment and participation in school life will lead to greater participation with learning and a greater desire to fully engage with learning.</p> | 1,2, 3 |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|

**Total budgeted cost: £ 9,800**

## **Part B: Review of outcomes in the previous academic year ( 2024-25)**

### **Outcomes for disadvantaged pupils**

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Internal assessments during 2024-25 identified that a significant proportion of pupil premium pupils at the end of KS1 and KS2 were below national average attainment in Reading, Writing and Maths.

A majority of Pupil Premium children across the whole school did show accelerated progress in the small group and 1:1 teaching assistant sessions and intervention programs. The pupils were able to transfer some of this knowledge to their classwork and make accelerated progress from their starting points in September. This was noticeable particularly in Reading.



These children still lagged significantly behind with the Writing section of the English curriculum. It is for this reason that the decision was made to focus support on this for the 2025-26 academic year.

### **Externally provided programmes**

| Programme      | Provider |
|----------------|----------|
| Not applicable |          |
|                |          |

## **Service pupil premium funding**



| Measure                                                                        | Details        |
|--------------------------------------------------------------------------------|----------------|
| How did you spend your service pupil premium allocation last academic year?    | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |