



# Benhall St Mary' Primary School Pupil Premium Strategy Statement 2025-6

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Benhall St Mary's CofE Primary School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	40.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (assuming consistent funding)
Date this statement was published	20.12.25
Date on which it will be reviewed	Termly
Statement authorised by	Paul Parslow-Williams
Pupil premium lead	Paul Parslow-Williams
Governor / Trustee lead	Roland Edwards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,425
Recovery premium funding allocation this academic year	£NA
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	£52,425

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Context

- 40% of pupils are in receipt of pupil premium, which is significantly above both the local authority (23.6%) and national average (30.4%).
- The school also has higher-than-average SEN (33.3% SEN Support/EHCP combined), meaning outcomes should be interpreted in a high-need context.

### What is Pupil Premium?

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

### Our philosophy

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether as individuals, small groups, large groups or the whole school or and we allocate a budget accordingly.

### Our priorities

Our key priority is closing the attainment gap between disadvantaged pupils and their peers through:

1. Providing targeted academic support for pupils who are not making the expected progress.
2. Guaranteeing high-quality teaching and learning in every class.
3. Addressing non-academic barriers to attainment such as well-being and behaviour.
4. Ensuring that vulnerable pupils are fully included in the life of the school.
5. Maximising pupil attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Low cultural capital and limited access to enrichment opportunities
2	Parental mental health difficulties and SEND impacting engagement and regulation
3	Limited vocabulary, speech and language needs, SEND and low starting points
4	Poor attendance, mobility and school turbulence
5	Rural isolation and restricted access to specialist services and extracurricular provision

## 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
High academic outcomes	<ul style="list-style-type: none"> <li>Pupils will make good academic progress from their starting points that is comparable to their peers.</li> <li>Children will achieve the outcomes expected and the proportion of those doing so will be comparable to their peers.</li> </ul>
Improved attendance	<ul style="list-style-type: none"> <li>Children will develop a positive attitude to school as measure by an increase in attendance and reduction in persistent absence.</li> </ul>
Love of reading and positive attitude to learning	<ul style="list-style-type: none"> <li>Children will be fluent readers and be able to talk positively about books have read.</li> </ul>
High aspirations	<ul style="list-style-type: none"> <li>Children will be able to talk about different career options and be ambitious.</li> </ul>
Self-belief	<ul style="list-style-type: none"> <li>All children will take part in school events e.g. sport competitions and performing arts.</li> </ul>
Excellent behaviour and well-developed social skills	<ul style="list-style-type: none"> <li>Children's behaviour will improve (measured by fewer incidents/case studies).</li> </ul>
Cultural capital within their locality and country	<ul style="list-style-type: none"> <li>Children will know more about their own culture and the world (measured through outcomes in the broader curriculum).</li> </ul>
Emotional resilience and positive mental health	<ul style="list-style-type: none"> <li>Children will have strategies for managing psychological challenges</li> </ul>
Empathetic and positive contributors to school and wider society	<ul style="list-style-type: none"> <li>Children will have opportunities to take part in all the school has to offer. Be involved in the school's charitable work.</li> </ul>
Positive relationship with society and an engaged citizen	<ul style="list-style-type: none"> <li>Children will understand British values and the rules of law.</li> </ul>
Able to take care of physical and sexual health.	<ul style="list-style-type: none"> <li>Children will be fit and healthy. They will understand have to take care of their personal and sexual health (relative to their age).</li> </ul>

## 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: **£18,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD: Little Wandle Phonics (programme fidelity and intervention delivery)	EEF: Phonics (+5 months)	3
Whole-school CPD: reading comprehension and reading fluency (prosody, accuracy and automaticity)	EEF: Improving Literacy; Reading Fluency	2, 3
Whole-school CPD: writing (aligned to DfE Writing Framework), with a focus on sentence construction and writing fluency in EYFS and KS1	DfE Writing Framework; EEF: Improving Writing	2, 3
Whole-school training on therapeutic and trauma-informed approaches to pupil regulation	EEF: Social and Emotional Learning; SEND Code of Practice	2, 4
Educational Psychologist input (minimum two planned blocks annually)	SEND Code of Practice; EEF: Individualised instruction	2, 3
Curriculum and accessibility resources (high-quality texts, Clicker licences)	EEF: Digital technology	3

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

Budgeted cost: **£23,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA-led phonics and reading interventions	EEF: Teaching Assistant Interventions (+4 months)	3
Oral language interventions (NELI / Language Link)	EEF: Oral Language Interventions (+6 months)	3
Maths interventions (Dynamo Maths, small-group tuition)	EEF: Small Group Tuition (+4 months)	3
Time-limited 1:1 tuition	EEF: One-to-one tuition (+5 months)	3, 4
Specialist assessments and follow-up	EEF: Individualised instruction	2, 3

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

### a) Attendance and Inclusion

**Budgeted cost: £5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afterschool clubs and transport subsidy to remove practical barriers to attendance	EEF – Improving Behaviour and Attendance: highlights the importance of addressing practical and relational barriers to attendance	4, 5
Attendance incentives and targeted family liaison	EEF – Improving Behaviour and Attendance: emphasises whole-school and targeted approaches, including family engagement	1, 4
Uniform allowance (incentivises applying)	EEF [School uniform-Unclear impact for very low cost based on insufficient evidence]	1 and 5.

### b) SEMH, Regulation and Readiness to Learn

**Budgeted cost: £12,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private Play-Based Therapy ESLA groups	EEF Impact +4 [Social and emotional learning-Moderate impact for very low cost based on very limited evidence]	1 and 5.
Sensory room (creation, use and annual refresh) to support regulation and reduce time out of learning	EEF – Social and Emotional Learning: moderate impact (+4 months) on improving self-regulation and engagement. SEND Code of Practice: reasonable adjustments to support access to learning	2, 3, 4
Nurture afternoons (small-group cooking sessions and Lego-based interventions)	EEF – Social and Emotional Learning: structured small-group interventions support emotional regulation, social skills and readiness to learn (+4 months). Impact evaluated using the Stirling Children's Wellbeing Scale	1, 2, 4

**c) Enrichment and Cultural Capital**

**Budgeted cost: £9,225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised educational visits and residential experiences	EEF – Arts Participation / Outdoor Learning: participation linked to increased engagement and motivation (impact variable, but positive for disadvantaged pupils when barriers to access are removed)	1, 5
Visiting after-school art provision (PP-funded places)	EEF – Arts Participation: moderate impact on attainment (+3 months) and positive effects on engagement and wellbeing	1, 5
Visiting after-school dance provision (PP-funded places)	EEF – Arts Participation: supports confidence, motivation and sustained engagement (+3 months)	1, 5

**Total budgeted cost: £ 68,525**

# 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 2024 to 2025 academic year.

### **Academic Achievement**

#### **How Pupil Premium Pupils Are Performing**

#### **Attainment: Where Outcomes Are Improving and Strong**

#### **Key Stage 2 (2025)**

#### **Reading**

- 67% of disadvantaged pupils achieved the expected standard in reading.
- This is above the national disadvantaged average (63%), demonstrating that disadvantaged pupils are leaving the school well prepared for secondary reading demands.

#### **Writing**

- 67% of disadvantaged pupils achieved the expected standard in writing.
- This is well above the national disadvantaged figure (58%), indicating strong impact from targeted writing and language support.

#### **Maths**

- 67% of disadvantaged pupils met the expected standard.
- This exceeds the national disadvantaged figure (61%), and represents a notable improvement on previous years.

#### **Combined RWM**

- 67% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined.
- This is significantly above the national disadvantaged figure (47%).

## Key Stage 1 (2025)

### Reading

- 60% of disadvantaged pupils achieved the expected standard in reading.
- This is above the national figure for disadvantaged pupils (59%) and represents an improving trend over time.

### Reading Greater Depth

- 40% of disadvantaged pupils achieved greater depth in reading.
- This is substantially above the national disadvantaged figure (10%), indicating particularly strong outcomes for higher-attaining disadvantaged pupils.

### Maths

- 60% of disadvantaged pupils achieved the expected standard.
- This is in line with national disadvantaged outcomes (60%), showing that pupils are keeping pace despite higher levels of need.

## Year 1 Phonics Screening Check (2025)

### School vs National (Disadvantaged)

Group	% Expected
School PP pupils	66.7%
School All pupils	75.0%
National Disadvantaged	≈65%
National –All pupils	≈80%

In Year 1 phonics, Pupil Premium pupils achieve broadly in line with national disadvantaged outcomes, reflecting improved phonics teaching and intervention. Outcomes have strengthened significantly compared with previous cohorts.

## Year 2 Phonics Retest (2025)

### School vs National (Disadvantaged)

Group	% Expected
<b>School – PP pupils</b>	<b>66.7%</b>
School – All pupils	66.7%
<b>National – Disadvantaged (Y2)</b>	<b>≈55–58%</b>

Year 2 phonics outcomes for Pupil Premium pupils exceed national disadvantaged figures, demonstrating that targeted catch-up provision is effective in enabling disadvantaged pupils to meet the expected standard.

### School vs National (Disadvantaged)

Group	% GLD
<b>School – PP pupils</b>	<b>50.0%</b>
School – All pupils	50.0%
<b>National – Disadvantaged</b>	<b>≈56%</b>
National – All pupils	≈68%

Pupil Premium children achieve GLD broadly in line with the cohort and close to national disadvantaged outcomes over time. Outcomes are affected by small cohort size and a high proportion of SEND. Children make progress from low starting points over the year.