



Benhall St Mary's Primary School

Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium funding to help improve the attainment and wider outcomes of disadvantaged pupils. It outlines our current pupil premium strategy, the provision we intend to sustain and develop in 2026/27, and the impact of the 2025/26 strategy using the latest September 2026 evidence.

Our Pupil Premium Principles

At Benhall St Mary's, Pupil Premium is used to remove barriers without lowering expectations. Eligibility does not define a pupil's ability or automatically determine provision; support is matched to identified need and evaluated for impact.

1. Fundamental Skills - Secure automaticity in literacy and numeracy so disadvantaged pupils can access the full curriculum with confidence.

2. Culture and Aspiration - Widen horizons and treat enrichment as an entitlement, ensuring cost, transport or rural isolation do not restrict opportunity.

3. Confidence, Dignity and Belonging - Remove practical, social and emotional barriers, strengthen readiness to learn, and ensure pupils are fully included in school life.

Across all three principles, our approach is ambitious, inclusive, evidence-informed and need-led. We prioritise high-quality teaching, precise targeted support and full participation, with impact judged through academic outcomes, attendance, behaviour, wellbeing and engagement.

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 (3 year plans are recommended)	2026/27 to 2028/29 (3 years, assuming consistent funding)
Date this statement was published	4 September 2026
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	£ 46,820 (2025/26 allocation: £51,425)
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	0
Total pupil premium budget for this academic year	0

Funding note: Previous funding is shown only as a reference point so that an unverified figure is not presented as current.

Part A: Pupil premium strategy plan

Statement of intent

Our context

- Around 40% of pupils are eligible for Pupil Premium, alongside a high level of SEND. Disadvantage and additional needs frequently overlap, so provision is planned from individual barriers rather than labels alone.
- Benhall serves a small rural community. Transport, access to specialist services, cultural capital and family circumstances can create practical barriers that require active school support.

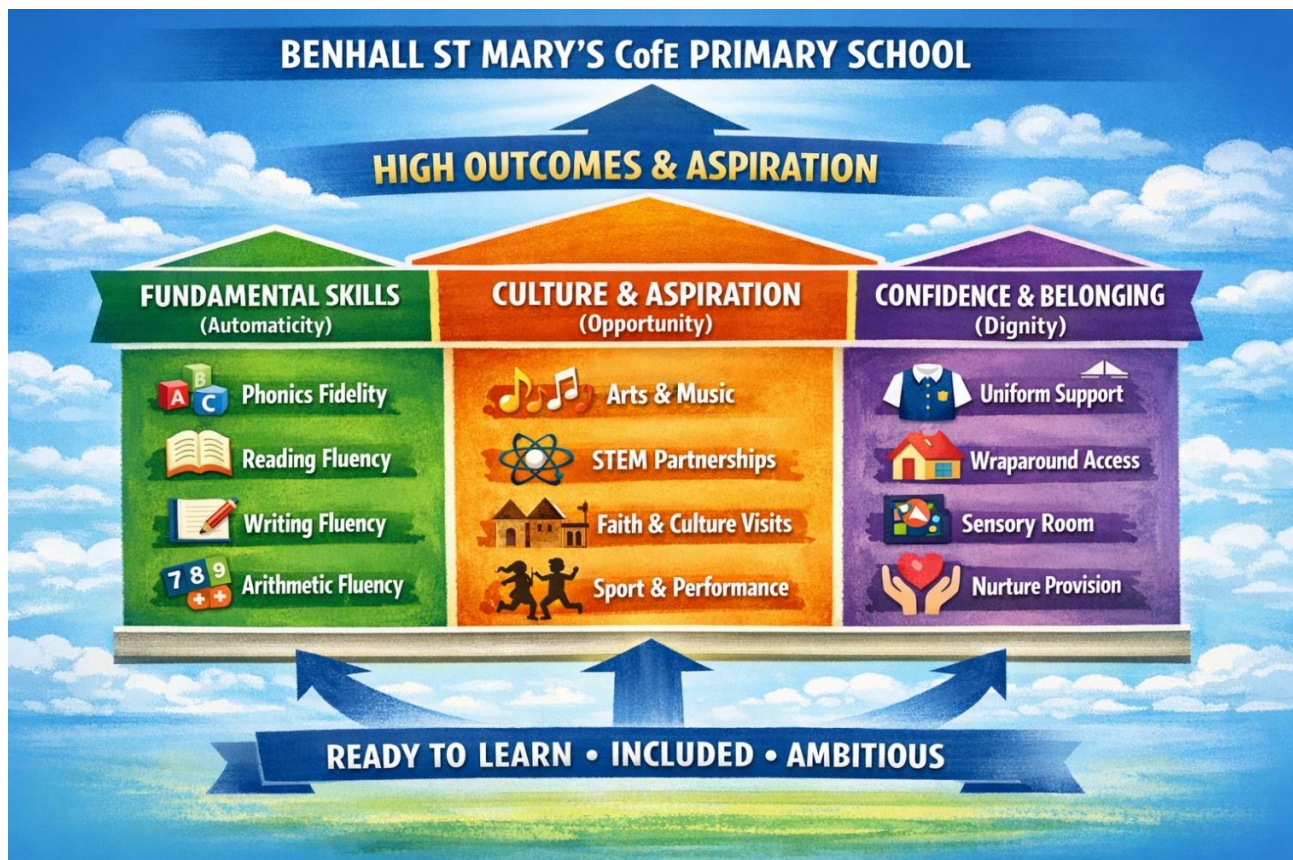
Our philosophy

Overcoming barriers to learning is at the heart of our Pupil Premium use. Funding is not allocated as a personal budget per pupil. Instead, leaders identify barriers, select evidence-informed provision and evaluate whether it improves academic entitlement, participation, wellbeing and readiness to learn.

The three principles set out earlier shape all decisions below: secure fundamental skills, widen culture and aspiration, and strengthen confidence, dignity and belonging.

Our priorities

1. Sustain secure expected-standard attainment while increasing greater-depth and higher-standard outcomes.
2. Strengthen phonics, reading, writing and mathematics fluency, including multiplication automaticity.
3. Accelerate pupils requiring phonics catch-up and targeted language support.
4. Improve attendance and reduce persistent absence through precise, barrier-led casework.
5. Ensure disadvantaged pupils participate fully in the wider life of the school and experience strong wellbeing and belonging.



Challenges

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

Challenge number	Detail of challenge
1	Insecure foundational knowledge or fluency in phonics, reading, writing and mathematics for some pupils, including limited automaticity and depth.
2	Overlap between disadvantage, SEND, communication needs and emotional regulation can affect access, independence and readiness to learn.
3	Attendance instability, mobility and complex family circumstances can interrupt learning for a small number of pupils.
4	Rural isolation, transport and financial barriers can restrict access to specialist support, wraparound provision and enrichment without school intervention.
5	Some disadvantaged pupils require greater challenge to translate secure expected-standard attainment into greater depth/higher-standard outcomes.

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	- Disadvantaged pupils make strong progress from their starting points. - Expected-standard outcomes remain broadly comparable with, or stronger than, the whole cohort where cohort sizes allow. - Greater-depth/higher-standard outcomes increase for pupils whose starting points make this realistic.
Secure early reading	- Year 1 PP phonics remains at least broadly in line with the whole cohort. - Pupils requiring Year 2 catch-up have individual diagnostic plans and demonstrate measurable progress towards the expected standard.
Strong literacy and mathematics fluency	- Reading fluency improves in accuracy, automaticity and prosody. - Writing shows increasing sentence-level fluency and independence. - Multiplication and arithmetic recall become more secure, with diagnostic assessment informing support.
Improved attendance	- PP attendance improves and persistent absence reduces. - Individual attendance plans demonstrate the barrier, action taken, review point and impact.
Excellent behaviour and readiness to learn	- Behaviour incidents involving PP pupils remain low and continue the three-year improving trend. - Regulation, nurture and therapeutic support reduce time lost from learning.
Wellbeing, confidence and belonging	- PP/non-PP wellbeing remains broadly comparable at cohort level. - Individual support is targeted to identified need rather than eligibility label alone.
Culture, aspiration and participation	- PP pupils participate fully in educational visits, arts, music, sport, faith, STEM and performance opportunities. - Sustained engagement remains close to the whole-cohort rate and financial barriers do not prevent participation.
Positive engagement with school and community	- Pupils understand British values, contribute to school life and access age-appropriate learning about physical and mental health. - Families are supported and challenged constructively where barriers affect attendance or participation.

2026/27 strategic focus

The latest impact evidence shows secure expected-standard attainment for disadvantaged pupils. The next phase is therefore to retain that security while increasing depth, fluency and consistency for the small number of pupils with the greatest barriers.

Activity in this academic year

This details how we intend to use pupil premium funding and wider school resources in 2026/27 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Indicative budgeted cost: £18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD: Little Wandle phonics, programme fidelity, precision keep-up and rapid diagnostic response	EEF: Phonics; systematic synthetic phonics and timely keep-up are high-impact approaches for early reading.	1, 2
Whole-school CPD: reading fluency - accuracy, automaticity and prosody	EEF literacy guidance; structured fluency practice supports reading accuracy, speed and comprehension.	1, 5
Writing development aligned to the DfE Writing Framework, with focus on sentence construction, transcription and fluency	DfE Writing Framework; EEF literacy guidance emphasises explicit teaching, modelling and supported practice.	1, 5
Arithmetic and multiplication fluency: systematic retrieval, rehearsal and diagnostic follow-up	EEF Mathematics guidance; fluency and retrieval support efficient use of known facts and release cognitive capacity for problem solving.	1, 5
Whole-school training on therapeutic, relational and trauma-informed approaches to regulation	EEF Social and Emotional Learning; SEND Code of Practice.	2, 3
Educational Psychologist and specialist SEND input, including assessment and follow-up	SEND Code of Practice; individualised assessment supports precise adaptation and intervention.	2
Curriculum and accessibility resources, including high-quality texts and assistive technology	EEF digital technology and literacy guidance; appropriate resources support access and independence.	1, 2

Why this remains a priority

The 2026 impact report shows 66.7% PP attainment in every KS2 headline measure and a sustained 66.7% Year 1 PP phonics outcome. Teaching investment now focuses on maintaining this threshold security while increasing fluency and depth.

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

Indicative budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA-led phonics and reading interventions, including precision keep-up	EEF: Teaching Assistant Interventions; structured, well-trained targeted support can accelerate progress.	1, 2
Individual diagnostic Year 2 phonics catch-up plans	Systematic phonics plus diagnostic assessment enables teaching to start from the precise gap and build cumulatively.	1, 2, 3
Oral language interventions (NELI / Language Link or equivalent)	EEF: Oral Language Interventions; explicit language development supports literacy and curriculum access.	1, 2
Maths interventions, including Dynamo Maths / small-group tuition and multiplication fluency	EEF: Small Group Tuition and mathematics guidance; targeted teaching is most effective when linked closely to assessed gaps.	1, 5
Time-limited 1:1 tuition and pre-/post-teaching	EEF: One-to-one tuition; short, focused tuition can accelerate learning when closely aligned with classroom teaching.	1, 2, 3
Specialist assessments and follow-up programmes	EEF individualised instruction; SEND Code of Practice.	2

2026/27 precision

The impact report identifies four specific academic next steps: greater depth, multiplication fluency, Year 2 phonics catch-up and close EYFS tracking across the 12 GLD goals. Targeted support will be evaluated against these priorities.

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

a) Attendance and Inclusion

Indicative budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school clubs, wraparound access and transport subsidy to remove practical barriers	EEF attendance guidance emphasises understanding and removing practical and relational barriers to attendance.	3, 4
Attendance mentoring, targeted family liaison and individual attendance plans	Regular monitoring, family engagement and barrier-led support enable early intervention and clearer evaluation of impact.	2, 3
Uniform and essential-material support	Material support protects dignity and removes practical barriers to participation.	4

b) SEMH, Regulation and Readiness to Learn

Indicative budgeted cost: £12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play-based therapeutic support, ELSA, Brain Buddies, MHST input and regular check-ins	EEF Social and Emotional Learning; targeted support can strengthen self-regulation, relationships and engagement.	2, 3
Sensory room and planned sensory regulation support	SEND Code of Practice: reasonable adjustments; EEF SEL evidence supports approaches that improve regulation and readiness to learn.	2
Nurture afternoons and structured small-group social/belonging interventions	Structured small-group provision supports emotional regulation, social skills and participation.	2, 4

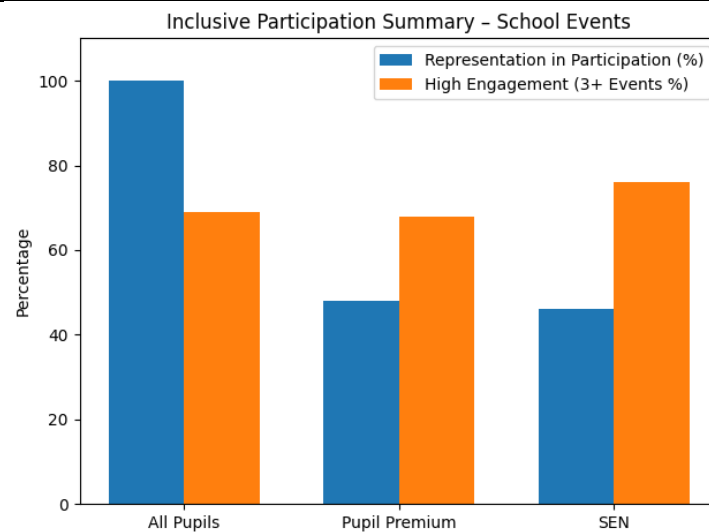
Impact already evident

Across 2024 and 2025 wellbeing surveys, average PP and non-PP scores remained within 0.5 points. Behaviour incidents involving PP pupils also reduced markedly over the three-year period to 2025/26.

c) Enrichment and Cultural Capital

Indicative budgeted cost: £9,225

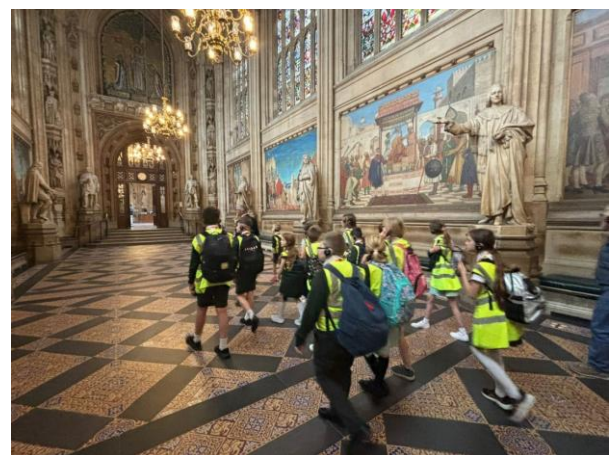
Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised educational visits, residential experiences and transition opportunities	Removing cost and transport barriers enables disadvantaged pupils to participate fully and repeatedly in wider school life.	4
Two years of free instrumental tuition in Years 5/6; Snape Maltings, Art Station and performance opportunities	Arts participation supports engagement, confidence and wider cultural entitlement.	4, 5
STEM partnership work including Sizewell, visiting scientists, drone technology and coding	Authentic encounters broaden aspiration and connect curriculum knowledge to future pathways.	4, 5
Faith and cultural visits, including cathedral and synagogue experiences	Direct cultural experiences broaden knowledge and support understanding of faith, community and the wider world.	4
Sports tournaments, Poetry by Heart and inclusive performance opportunities	Participation supports confidence, teamwork, communication and belonging.	2, 4, 5



Impact evidence: PP sustained engagement (68%) is almost identical to the whole-cohort rate (69%).



Sport and inclusive participation



Cultural and faith experiences

Indicative total planned strategy cost: £68,525

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - 2025/26

The latest evidence shows a coherent pattern of positive impact across attainment, early reading, enrichment, wellbeing and behaviour. Because cohorts are small, percentages are read alongside pupil numbers and multi-year trends.

Academic achievement: a secure KS2 Pupil Premium profile

Measure	PP 2025	National disadvantaged 2025	PP 2026	Whole school 2026
RWM	66.7%	47%	66.7%	62.5%
Reading	66.7%	63%	66.7%	62.5%
Writing	66.7%	58%	66.7%	75.0%
Mathematics	66.7%	61%	66.7%	75.0%
SPaG	66.7%	-	66.7%	62.5%

- In summer 2026, 66.7% (2/3) of Pupil Premium pupils reached the expected standard in every KS2 headline measure. In RWM, Reading and SPaG, this was above the whole-cohort figure of 62.5%. The 66.7% PP profile was sustained from summer 2025.

Early reading and EYFS

Y1 Phonics	2023	2024	2025	2026
Pupil Premium	67%	33.3%	66.7%	66.7%
All pupils	40%	47%	75%	63.6%

- Year 1 PP phonics recovered from 33.3% in 2024 to 66.7% in 2025 and sustained 66.7% in 2026, slightly above the whole-cohort outcome of 63.6%.

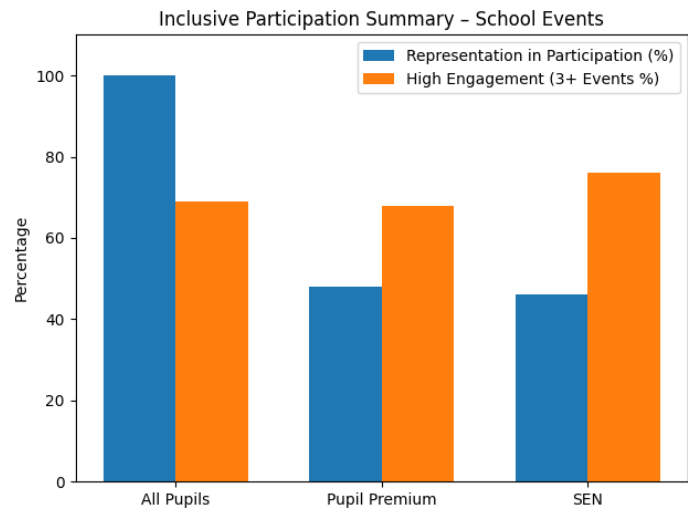
GLD	2024	2025	2026	Latest national context
Pupil Premium	60%	50%	50%	tbc
FSM	60%	50%	50%	51.3% (2025)
All pupils	70%	50%	66.7%	68.3% (2025)

- PP GLD remained stable at 50% while the whole cohort improved from 50% to 66.7%. The latest analysis indicates that disadvantage is not the principal driver of weaker GLD; the more significant factor is the needs of children with the greatest additional developmental barriers.

Wider impact: participation, wellbeing and behaviour

Participation and cultural entitlement

Pupil Premium funding has helped remove cost and transport barriers so that disadvantaged pupils participate fully in cultural, sporting, faith and STEM experiences. Sustained PP enrichment engagement is 68%, almost identical to the whole-cohort rate of 69%.



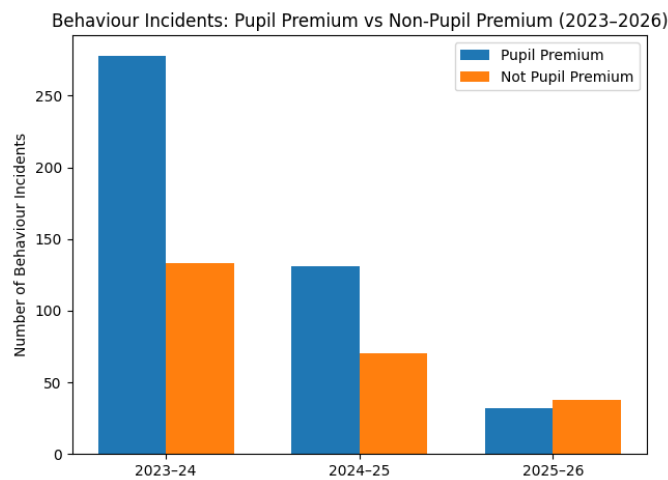
Inclusive participation summary: sustained engagement is effectively equal for PP pupils and the whole cohort.

Wellbeing and belonging

Measure	PP	Non-PP	Interpretation
Nov 2024 wellbeing average	38.80	38.52	PP +0.28
Nov 2025 wellbeing average	39.17	39.52	Gap -0.35; negligible

Across both years, average PP and non-PP wellbeing scores were within 0.5 points. This supports the conclusion that there is no meaningful systemic wellbeing gap. Support remains targeted to individual need through ELSA, Brain Buddies, MHST and regular check-ins.

Behaviour: marked improvement over three years



Recorded behaviour incidents involving PP pupils reduced very substantially from 2023/24 to 2025/26.

By 2025/26, recorded PP behaviour incidents were below those for non-PP pupils. The trend is consistent with increasingly preventative, relational and regulation-focused provision, alongside clear expectations.

Overall belonging message

Disadvantaged pupils are participating, achieving and reporting wellbeing at levels broadly comparable with their peers. The evidence indicates there is no systemic deficit in belonging, enrichment access or wellbeing.

Overall evaluation and priorities for 2026/27

Evidence that the school is doing well for disadvantaged pupils

KS2 PP attainment is 66.7% across RWM, Reading, Writing, Mathematics and SPaG; Year 1 PP phonics is 66.7% for a second successive year; sustained enrichment engagement is 68%; wellbeing is broadly comparable with peers; and behaviour incidents involving PP pupils have reduced markedly over three years.

Strongest evidence of impact

- In 2026, disadvantaged pupils achieved 66.7% at the expected standard in every KS2 headline measure; in RWM, Reading and SPaG this was above the whole-cohort rate.
- The strong 2025 national comparison remains important: Benhall disadvantaged outcomes exceeded national disadvantaged benchmarks in RWM, Reading, Writing and Mathematics.
- Year 1 PP phonics has sustained 66.7% for two successive years and is above the 2026 whole-cohort outcome of 63.6%.
- Financial disadvantage is not restricting access to wider school life: sustained PP enrichment engagement is effectively the same as the whole cohort.
- There is no meaningful systemic PP/non-PP wellbeing gap across the two years of available wellbeing data.
- The behavioural climate has improved markedly, with recorded PP incidents reducing substantially across the three-year evidence set.

Priorities for 2026/27

- Increase greater-depth/higher-standard outcomes for disadvantaged pupils where expected-standard security is already established.
- Strengthen multiplication fluency through systematic retrieval, rehearsal and diagnostic follow-up.
- Accelerate phonics catch-up through individual diagnostic plans while sustaining the positive Year 1 PP position.
- Track PP/FSM pupils in EYFS across the 12 GLD goals so stable headline percentages are matched by strong developmental progress and readiness for Year 1.
- Continue precise attendance casework so barriers, intervention and impact are clearly evidenced for pupils at risk of persistent absence.