



Pupil Premium Strategy Statement

Bentham Community Primary School

This statement outlines how Bentham Community Primary School uses Pupil Premium funding to improve the attainment and wider outcomes of disadvantaged pupils. It details our strategic approach, planned expenditure for the current academic year, and the impact of previous funding.

Number of pupils: 145 (including 19 Nursery pupils)

Proportion of pupils eligible for Pupil Premium: 26%

Number of pupils funded (last census): 41

Funding Overview:

- 2024-25 £59,854
- 2025-26 £58,550
- 2026-27 £58,550 estimate

Strategy plan period: 2025–2028

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is that all pupils, regardless of background or circumstance, make good progress and achieve high standards across the curriculum.

The core focus of our Pupil Premium strategy is to close attainment gaps and support disadvantaged pupils— including those who are high attainers— to reach their full potential.

We recognise that disadvantaged pupils may face a range of barriers, including SEND, social and emotional needs, limited life experiences, low attendance, and challenges linked to family circumstances or external agency involvement.

Our strategy is therefore responsive, flexible and rooted in robust assessment and evidence-informed practice.

High-quality teaching is at the heart of our approach. Research consistently shows this has the greatest impact on narrowing the disadvantage gap, while also benefiting all pupils.

Our intention is that the attainment of non-disadvantaged pupils is sustained and improved alongside accelerated progress for disadvantaged pupils.

We acknowledge that not all pupils eligible for Free School Meals are disadvantaged, and that some disadvantaged pupils may not meet eligibility criteria. We therefore reserve the right to allocate Pupil Premium funding to any pupil or group of pupils identified by the school as disadvantaged.

To ensure effectiveness, we will:

- Maintain high expectations and appropriate challenge for disadvantaged pupils
- Identify and address need early through timely intervention
- Adopt a whole-school approach where all staff are accountable for outcomes for disadvantaged pupils

Challenges:

1. Over 50% of Pupil Premium pupils are low prior attainers. SEND significantly impacts outcomes, particularly in reading and writing.
2. Attendance for some disadvantaged pupils is below 90%, with persistent absence and punctuality issues affecting progress.
3. Limited life experiences and restricted access to enrichment opportunities due to social and economic factors.
4. Social and emotional needs hinder engagement, motivation and aspiration, particularly for disadvantaged pupils.
5. Limited access to high-quality reading materials, low vocabulary, and weak communication and language skills on entry to school.
6. Writing attainment among disadvantaged pupils is below that of non-disadvantaged peers.
7. Maths attainment among disadvantaged pupils is below that of non-disadvantaged peers.

Intended Outcomes (by 2028)

Improved Writing Attainment

Success criteria:

- Accelerated progress demonstrated through formative and summative assessments Improved quality of work seen in book scrutiny and lesson observations
- Increased proportion of disadvantaged pupils achieving age-related expectations in EYFS and KS2 writing assessments.

Improved Reading Attainment

Success criteria:

- Sustained progress evidenced through NfER assessments and intervention tracking Increased attainment in national assessments (EYFS, Phonics Screening, KS2)
- Positive pupil voice and engagement with reading

Improved Maths Attainment

Success criteria:

- Increased proportion of disadvantaged pupils achieving age-related expectations in EYFS and KS2 maths assessments, particularly in reasoning strands
- Greater confidence and independence when tackling multi-step problems, reflected in pupil voice, lesson engagement, and pupils' ability to explain and justify their thinking
- Improved application of mastery approaches, including use of manipulatives, structured talk, and small-step progression, observed consistently across lessons

Improved Attendance and Punctuality

Success criteria:

- Reduced persistent absence Attendance of disadvantaged pupils increasingly in line with non-disadvantaged peers

Increased Access to Enrichment and Cultural Capital

Success criteria:

- Full participation in enrichment activities, residential visits, clubs and music tuition
- All disadvantaged pupils equipped with appropriate school uniform and PE kit

Improved Wellbeing, Motivation and Self-Esteem

Success criteria:

- Individual barriers identified and addressed through nurture and pastoral support Improved attitudes to learning and positive engagement with school life
- Strengthened parental engagement and support for education

Part B: Implementation Strategy

This section outlines how identified challenges will be addressed through clearly defined, evidence-informed strategies. It demonstrates how intent is translated into practice, in line with the Ofsted Education Inspection Framework and DfE Pupil Premium guidance.

Quality of Education: Teaching and Learning

Rationale (Quality of Education – Intent & Implementation)

High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Consistency, strong subject knowledge, adaptive teaching and effective feedback are prioritised across the school.

Strategies:

- Enhance staffing infrastructure so that there is TA support for disadvantaged/vulnerable learners during literacy and numeracy sessions
- Ongoing staff CPD focused on:
 - Adaptive teaching and scaffolding for SEND and low prior attainers
 - Zones of Regulation introduced to support resiliency and adaptive teaching
 - Explicit teaching of vocabulary and language development
 - High-quality modelling and feedback in writing and maths
- Use of formative assessment to identify misconceptions quickly and adapt teaching
- Increased opportunities for structured talk, oracy and sentence-level work across the curriculum
- Regular monitoring through lesson observations, book scrutiny and pupil voice, with a focus on disadvantaged pupils' experiences

Challenges addressed: 1, 5, 6, 7

Targeted Academic Support

Rationale (Impact and use of assessment)

Targeted interventions are used to address specific gaps identified through assessment. Interventions are time-limited, sharply focused and delivered by trained staff.

Strategies:

- Structured 1:1 and small-group interventions in reading, phonics and writing, led by teachers and trained teaching assistants
- Priority reading support for pupils in the lowest 20% of readers, including daily reading and phonics reinforcement where required
- Writing interventions focusing on transcription skills (spelling, handwriting) and sentence construction
- Maths interventions focus on disadvantaged pupils achieving age-related expectations, developing greater confidence and independence when tackling multi-step problems, and improved application of mastery approaches, including use of manipulatives, structured talk, and small-step progression
- Entry and exit assessments used to measure impact and inform next steps
- Termly pupil progress meetings to review effectiveness and adapt provision

Challenges addressed: 1, 5, 6, 7

Attendance and Punctuality

Rationale (Behaviour and Attitudes)

Good attendance is essential for pupils to access learning and make progress. Persistent absence is addressed through a supportive but robust approach.

Strategies:

- Daily monitoring of attendance and punctuality with swift follow-up
- Targeted support for families experiencing barriers to attendance, including meetings and referrals to external agencies where appropriate
- Breakfast club provision to support punctuality and routines
- Positive reinforcement and celebration of improved attendance
- Close tracking of attendance data for disadvantaged pupils

Challenges addressed: 2

Personal Development, Wellbeing and SEMH

Rationale (Personal Development)

Disadvantaged pupils may experience social, emotional or mental health challenges that impact engagement and learning. Supporting wellbeing is essential to enable pupils to succeed academically.

Strategies:

- Nurture provision and targeted SEMH interventions delivered by trained staff
- Development of a “Curriculum Life” to teach life skills such as financial management, first aid, self-defence, meditation, cooking
- My Healthy Mind and Zones of Regulation
- Use of trusted adults and check-ins to support emotional regulation and readiness to learn
- Small-group work opportunities focusing on self-esteem, resilience and social skills
- Collaboration with external agencies where needed
- Monitoring of behaviour, engagement and pupil voice to evaluate impact

Challenges addressed: 3, 4

Enrichment and Cultural Capital

Rationale (Personal Development & Equality of Opportunity)

Access to enrichment opportunities broadens pupils’ experiences, raises aspirations and supports engagement.

Strategies:

- Financial support to ensure full participation in educational visits, residential, clubs and music tuition
- Curriculum enrichment activities linked to topics to build background knowledge and vocabulary
- Forest School and outdoor learning opportunities to support confidence, communication and engagement
- Proactive communication with families to encourage participation and address barriers

Challenges addressed: 3

Parental Engagement

Rationale (Leadership and Management)

Strong partnerships with parents and carers support attendance, behaviour and learning.

Strategies:

- Regular communication with families regarding progress, attendance and support strategies
- Parent meetings and workshops to support reading, phonics and learning at home
- Targeted support for families requiring additional guidance or signposting to services

Challenges addressed: 2, 4

Monitoring, Evaluation and Review

Rationale (Leadership, Management & Impact)

Leaders ensure Pupil Premium funding is used effectively and has a demonstrable impact on outcomes.

Strategies:

- Clear tracking of academic progress, attendance and wellbeing indicators for disadvantaged pupils
- Termly review of interventions and spending against impact
- Regular reporting to governors on outcomes and value for money
- Annual review of the strategy, informed by data, pupil voice and parental feedback

Sustainability and Capacity Building

To ensure long-term impact, the strategy prioritises:

- Staff training and expertise
- Embedding successful approaches into whole-school practice
- Flexible use of funding to respond to emerging needs
- Enhancing the staffing infrastructure so that there is TA support to help during literacy and maths sessions so that all classes have had consistent TA support.

This approach ensures that improvements for disadvantaged pupils are sustained over time and benefit all learners.

Report by: Richard Wright (Headteacher/ Pupil Premium Lead)

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