

Pupil premium strategy statement Benson C of E Primary School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Amy Pearce, Headteacher
Pupil premium lead	Amy Pearce
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65901
Recovery premium funding allocation this academic year	n/a
Service children funding allocation this academic year	£6650
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£72551

Part A: Pupil premium strategy plan

Statement of intent

Our aim for our disadvantaged pupils is for them to have attendance in-line with non-disadvantaged pupils, for them to be fully involved in the life of the school, take part in the full range of school experiences and fulfil their learning potential.

We will provide high quality teaching in every class. Additional support from teaching assistants will be utilised to provide interventions and classroom support for disadvantaged pupils, led and supported by SENCo.

We will support pupils to be involved in experiences in school through specific interventions such as play therapy, and will fund trips, residential and clubs.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of pupils are affected by SEND and home life
2	Many of the group of disadvantaged pupils' life experiences and opportunities to join in enrichment activities are limited compared to non-disadvantaged pupils
3	Some disadvantaged pupils have previously had low attendance; this also links to parents reluctant to engage with the school
4	Disadvantaged pupils as a group are not reaching age expected or making the same progress as non-disadvantaged pupils in reading, writing or maths
5	Some disadvantaged pupils display emotional and/or social needs that can be a barrier to them reaching their academic potential

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
Disadvantaged pupils are fully involved in the life of the school and take part in a range of clubs, trips and residential	Attendance for disadvantaged pupils is in line with non-disadvantaged pupils.

	Disadvantaged pupils take part in a range of clubs, trips and residential. <i>Measured through attendance monitoring, and attendance at clubs, trips and residential.</i> Disadvantaged pupils take on responsibilities in school. <i>Measure through observing how many pupils are leaders, e.g. of Collective Worship, in Year 6 house captains, Head Boy/Head Girl.</i>
Disadvantaged pupils are reaching their academic potential	Outcomes and progress for disadvantaged pupils is inline with those for non-disadvantaged pupils. <i>Measured through data analysis and end of year outcomes.</i>

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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	EEF guide to pupil premium – tiered approach – high quality teaching is the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	1 4
SENCo additional working hours	EEF Guide to Pupil Premium - Overseeing targeted academic support and interventions can support pupil progress.	1 4 5
Staff CPD (attachment, trauma, independence skills, phonics)	Sutton Trust – quality first teaching has direct impact on student outcomes EEF Phonics toolkit identified high impact for very low cost.	4 5

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

Budgeted cost: £ 36500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	EEF supporting pupils' social, emotional and behavioural needs support effective learning and are linked to positive outcomes later in life.	5
Dyslexia Gold subscription	EEF targeted interventions to support literacy identified as supportive for pupil progress.	1 4
1:1 and small group additional learning support from teaching assistants, including lunch club	EEF Teaching Assistant Interventions toolkit identified moderate impact for moderate cost	1 3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for trips and residential	EEF Physical Activity toolkit identifies there is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention EEF Arts Participation identifies moderate impact for very low cost	1 2 3
Funding for attendance at extra-curricular clubs	EEF Physical Activity toolkit identifies there is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention EEF Arts Participation identifies moderate impact for very low cost	1 2 3
Robust attendance monitoring, positive relationship with parents to encourage good attendance Implementing 5 Foundations Framework	EEF Parental Engagement toolkit identified moderate impact for very low cost	3
Creation and upkeep of nurture spaces within school including sensory room and nurture room to support social and emotional skills	EEF Social and Emotional Learning toolkit identifies moderate impact for very low cost	5

Appointment of Family Links worker to support families	EEF Parental Engagement toolkit identified moderate impact for very low cost	3
Increased Leadership time to improve attendance and create links with parents/carers	EEF Parental Engagement toolkit identified moderate impact for very low cost	3
Opportunities for parents/carers to be involved in the life of the school	EEF Parental Engagement toolkit identified moderate impact for very low cost	3

Total budgeted cost: £ 66,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 outcomes from internal and statutory assessments:

Year	No of children	Reading Expected	Writing Expected	Maths Expected
R	7	43%	43%	86%
1	6	67%	33%	83%
2	5	20%	0%	0%
3	7	29%	0%	14%
4	9	50%	13%	38%
5	8	63%	38%	38%
6	4	75%	25%	75%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

An attendance gap exists with disadvantaged children for 2024-2025 at 90.7% compared to 97.1% for children not disadvantaged.

The wellbeing of our PP children is an area of need and the support from school adults, and appropriate training for school adults, has helped PP children to feel cared for in school.

Based on all the information above, the performance of our disadvantaged pupils is still working towards expectations.

Our evaluation of the approaches delivered last academic year indicates that support for children to be ready to learn is the most important area to focus on, such as play therapy and emotional support as well as working on positive relationships with parents to increase children's school attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	Dyslexia Gold

Service pupil premium funding (optional) £6650

How our service pupil premium allocation was spent last academic year			
A teaching assistant is Service Children Champion and leads a club in school for these children. They meet regularly and take part in activities together, including emotional wellbeing support. The school has close links with RAF Benson School and joins for events, both on and off the RAF base. We use the Thriving Lives toolkit to help support and shape our strategies to support service children. Service children have attended the RAF CAMO day, a service at Dorchester Abbey and one child has received additional 1:1 support in school with learning. Interventions supported those children who needed it for either learning focus or emotional and social support. We identify children who join mid-year, ensure they are welcomed into school with close links set up with parents to ensure good communication.			
The impact of that spending on service pupil premium eligible pupils			
Teachers observed improvements in wellbeing amongst service children. Service children have good attendance and are engaged in their learning in school. Attendance for all children in 2024-2025 was 97.9%. Service children outcomes summer 2025:			
	Reading expected	Writing expected	Maths expected
12 children in Years 1 to 6	100%	67%	66%