

Pupil premium strategy statement – Benington (VC) Primary School 2026-2029

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.

Inspiring care, respect and trust for all, in our Christian community

School overview

Detail	Data
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 26
Date on which it will be reviewed	September 27
Statement authorised by	Anja Tyler Headteacher
Pupil premium lead	Anja Tyler
Governor lead	Ash Patil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9300
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
Total budget for this academic year	£9300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Academic Attainment	Internal assessments and teacher observations indicate that attainment among disadvantaged pupils is below age-related expectations, particularly in the core subjects of reading, writing and mathematics. Limited access to enrichment opportunities, additional academic support and wider learning experiences can present barriers to achievement. As a result, some disadvantaged pupils require targeted intervention and high-quality teaching to accelerate progress and close attainment gaps.

2 Social, Emotional and Nurture Needs	Our observations and engagement with families indicate that our disadvantaged pupils experience social, emotional and wellbeing challenges linked to wider family circumstances. These challenges can affect pupils' confidence, resilience, emotional regulation and readiness to learn. Some families require additional support during periods of change or difficulty, and pupils benefit from nurture-based approaches, pastoral support and targeted interventions to ensure they are emotionally ready to access learning and achieve their full potential.
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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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026 show that 100% of disadvantaged pupils met the expected standard. We would want at least 80% to achieve this between now and 2029.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026 show that 100% of disadvantaged pupils met the expected standard. We would want at least 80% to achieve this between now and 2029
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026-2029 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in bullying reports a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026 – 2029 demonstrated by: • the overall attendance rate for all pupils being no less than 89%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Implementing the learning from our trauma and attachment training and Senior mental health lead training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2
Implementing the Positive Regard model of behavior management across the whole school	Research highlights that positive teacher-pupil relationships and consistent behaviour approaches can improve pupils' social, emotional and behavioural outcomes. An emphasis on positive reinforcement and supportive relationships aligns with trauma-informed practice and can contribute to improved engagement, wellbeing and behaviour. Evidence from the EEF Behaviour Interventions guidance report emphasises the importance of creating a positive school climate and developing strong relationships to support behaviour and learning. This approach supports the implementation of trauma and attachment-aware practice by ensuring that all adults respond to behaviour with curiosity, empathy and consistency, helping children feel safe, valued and ready to learn.	2

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing targeted intervention in maths and English. A significant proportion of the pupils who receive interventions will be disadvantaged	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Online Atom Homework	With its curriculum-aligned content for maths and English, Atom boosts ability by challenging and supporting all learners. Atom enables all pupils to work independently and rewards their effort rather than their ability, increasing their confidence	2

	This helps pupils engage with their learning and parents to be able to support them. PP children also have access to extra units to support home learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training for staff to develop and implement new procedures and liaising with attendance/support officers to improve attendance, using Arbor to support with this.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. .	2
Fund places for wraparound care, swimming and trips	Based on experience enabling children to attend breakfast club leads to a smoother start. After school club helps children get homework and reading done and reduces pressure on households to rush to school. In turn this improves attendance. Inclusion is also very important for attendance so all trips are fully funded by school.	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £9,300

Carry forward: 0

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2025-6 suggested that the performance of disadvantaged pupils was slightly lower than the rest of the school in core areas of the curriculum. However, KS2 reading and maths outcomes in 2026 show that 100% of disadvantaged pupils met the expected standard.

Overall attendance for PP children in 2025-6 was 91.87% (4.96% authorised and 2.35% unauthorised). This compares to 95.52% for the whole school (3.1% authorised and 1.38% unauthorised). This is lower than average. We will focus on attendance for this group of pupils over the course of this 3 year plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were back to pre COVID-19-levels. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.