

Benfield Primary School Pupil Premium Strategy

25/26



This statement details Benfield Primary School's integrated approach to using Pupil Premium funding to improve outcomes for disadvantaged pupils. Our strategy is a three-year plan (2024/25 – 2026/27) that is closely aligned with the School Improvement Plan (SIP) to ensure a unified focus on high-quality teaching for all.

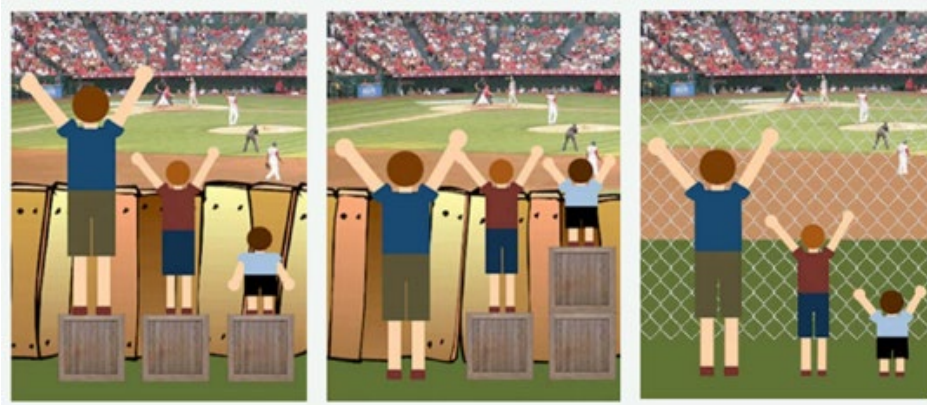
School overview

Detail	Data
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25-26/27
Year 1	2025-26
School name	Benfield Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	38%
Date this statement was published	December 2025
Date to be reviewed	December 2026
Statement authorised by	Emma Lake Executive Headteacher
Pupil premium lead	Drew Dower - Head of School
Governor / Trustee lead	Jennie Wylie

Funding overview 25-26

Detail	Amount
Pupil Premium Funding	£122,806.10
National Tutoring Programme	0
Recovery Funding	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£122,806.10

Pupil Premium strategy Vision Statement



Our vision at Benfield primary is “Inspiring Success” and this reflects our school values and aspirations for all our pupils and school community. Our Pupil Premium strategy is rooted within this and underpins our whole school culture and ethos.

At Benfield, we pride ourselves on creating a culture based on trust, confidence and respect, valuing each and every member of our school community. We are determined that everyone will reach their full potential within a safe, inclusive and stimulating environment where we learn together, take pride in our achievements and respect individuality. All learners will be given the knowledge and skills required to be lifelong learners. We recognise that there are similarities and differences between individuals and groups and we are proud of this. We will strive to ensure that our differences do not become barriers to participation, access and learning. We celebrate the diversity in our school community and we endeavour to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs. Our curriculum culture is entrenched in social justice and equity. We want our children to become empathetic and curious citizens of the future, who see the beauty in difference and strive to make the world a better place by recognising that there are no outsiders in our community.

We work hard to ensure that warmth, connection and relationships come first for all our pupils and their families and that we foster a strong sense of pride in their individual identities and cultural heritage. Our Anti-Racist Strategy aligns with our whole school message of ‘All different, All Equal, All Welcome’ Pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage. We recognise that one size does not fit all. We also recognise that our children and families who identify as BRM and/or our bilingual learners may also be experiencing social disadvantage and that we are more vigilant than ever before in identifying who these families are and ensuring that their needs are met. As a school, we continue to amplify the quality of experiences that broaden and enrich the children’s lives e.g. Cultural capital trips, clubs, learn a language, learn an instrument, join a club. We ensure that disadvantaged families are particularly targeted for this.

We will use a wide range of internal data and information to identify and track disadvantaged pupils and their families including:

- attendance data and levels of persistent absence, including internal absence from lessons;
- attainment and progress data;
- teacher feedback on pupils’ levels of engagement and participation;
- behaviour incidences and exclusions data;
- pupil feedback and reviews of pupil learning;
- information on wellbeing, mental health, and safeguarding

Key challenges for our disadvantaged children:

Challenge Category	Challenge Identified	Impact on Disadvantaged Pupils
A. Academic/Internal	Underdeveloped oral language, vocabulary, and oracy skills upon entry and throughout the school.	Hinders comprehension, metacognitive talk, and access to the wider curriculum.
B. Academic/Internal	Inconsistent application of high-quality, adaptive teaching across all core subjects and classes. (SIP Priority)	Leads to variation in progress, particularly for pupils with specific gaps or SEND, preventing them from catching up effectively.
C. Non-Academic/External	Low attendance and persistent absence amongst a proportion of the disadvantaged cohort.	Significant loss of learning time, contributing directly to underachievement.
D. Non-Academic/External	Limited parental engagement/support for learning at home, and barriers to attending school events.	Limits reinforcement of classroom learning and restricts access to crucial information and school-community connection.
E. Non-Academic/External	For a proportion of disadvantaged pupils; - Limited experiences outside of school life e.g: sports, the arts - Self regulation / self esteem challenges - Communication and having a voice	Potentially leading to; - Isolation - Lack of self belief / aspiration - Disillusion with societal figures and systems - Connections and relationships with others

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £148,966

Tier	Area/Focus	Proposed Action & Implementation Activity	Target Challenge(s)
High-Quality Teaching (SIP PRIORITY)	Embed Clear, Consistent Pedagogy linked to the 7 Pedagogical Principles (Adaptive Teaching)	Whole-Staff CPD & Collaborative Planning (B): Invest in high-quality professional development for all staff on Adaptive Teaching strategies, focusing on metacognitive talk and precision in scaffolding/challenge, as per the SIP. Time and cover for teachers to develop pedagogy through observations of others. New SENCO team approach dedicated to providing quality first education to all children.	A, B

	Targeted and precise support for SEND children	SEND (B): Creating a positive and supportive environment where learning is tailored to support the needs of children, so that they are able to access and broad and balanced curriculum.	A, B
	Vocabulary & Oracy Across the Curriculum	Systemic Vocabulary Instruction (A): Implement a whole-school strategy for Tier 2/3 vocabulary development, ensuring disciplinary literacy is explicit across all subjects. Fund resources for structured oracy development tools.	A
Targeted Academic Support	Targeted Reading & Phonics Intervention	Dedicated Phonics Support (A): Teaching Assistants (TAs) to deliver evidence-based, small-group systematic synthetic phonics interventions (e.g., a DfE validated programme) to targeted KS1 and KS2 (where needed) pupils who are behind ARE.	A, B
	Precision Small-Group Tuition	Targeted Subject Tuition (B): Intervention groups run during the day and before school.	B

Wider strategies (attendance, behaviour, wellbeing, parent involvement)

Budgeted cost: 12,954

Wider Strategies	Improved Attendance & Family Support	Dedicated Attendance Team Time (C, D): Time focused around understanding and developing relationships with key families. Targeted support and challenge to those falling below expected attendance.	C, D, E
	Access to Enrichment & Wellbeing	Subsidised Enrichment and Pastoral Care (C, E): Subsidise the cost of all educational visits, residentials, and extra-curricular clubs for all PP pupils to remove financial barriers. Fund emotional wellbeing support (e.g., Nurture Group, counselling sessions). This may also include uniform.	D, E
	Behaviour for learning	Behaviour Focused trauma informed training around children's behaviour, in particular for new staff. Continuation of the consolidation of Behaviour policy and principles. Dedicated behaviour team to lead on this.	C, D, E
	Parental Engagement	Belonging (E): Anti-Racism Strategy Group-Connect Group for parents who feel that they or anyone in their family are at risk of harm from or being affected by racism.	E

Monitoring and Evaluation

The strategy will be reviewed formally in **July 2026**. Monitoring will be ongoing throughout the year, led by the Pupil Premium Lead and supported by the Governing Body.

Activity	Frequency	Responsible Lead	Evidence of Impact
SIP Monitoring & QA	Fortnightly/Termly	SLT/Headteacher	Book Scrutiny, lesson observation feedback, staff/pupil voice data, data from diagnostic assessments.
Pupil Progress Meetings	Termly	Class Teachers and SLT	Review of individual PP pupil progress against targets, analysis of intervention effectiveness data, adjustments to provision.
Attendance & Welfare Review	Weekly	Family Liaison/PP Lead	Attendance/Punctuality data (for the PP cohort), records of family engagement and support provided.

Total Pupil Premium Budget Cost	£161,920
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Target for Benfield 2025-26: To close the gap for disadvantaged pupils, so at the end of EYFS, phonics and key stage 2 results, they achieve with 5% of non - disadvantaged pupils

Fund teacher release time/twilight for CPD on effective feedback and AFL strategies, effective pupil conferencing, target setting and feedback	EEF- Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve
Purchase of a Little Wandle a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF
Voice 21 – Oracy Project	Oracy increases engagement in learning-Research from EEF shows that on average pupils who take part in spoken language interventions make approximately 5 months of additional progress over a year, with some studies showing the progress of up to 6 months for pupils from economically disadvantaged backgrounds
Maths Mastery KS1 and Mastering Number KS2 project- close your eyes and you can see it-continues	A collaborative project with Brighton & Hove LA and the Sussex Maths Hub to raise standards in Maths for disadvantaged pupils in KS2, linked to a national initiative focused on EYFS & KS1 to enable a fully coherent approach across the school.
SEND classroom support for key children on the SEN register and all those with EHCPs	Creating a positive environment for all children helps SEND and other children succeed. With the right support in the right place, all children can access education. TAs are there to support teaching. Teachers must also support the children's learning; with effective TAs in place, they can support SEND children. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special Educational Needs in Mainstream Schools Recommendations Poster.pdf
Trauma informed practice and approaches embedded by professional development and training for staff. This includes our whole school approach to how we respond to all incidents of racial harm or prejudice-based incidents based on the 9 Protected Characteristics.	'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life ' (The ACE study Felitti and Anda,

Activity	Evidence that supports this approach
Tuition- One to one pupil conferencing, teaching and small group tuition used to address gaps in learning	One to one support is very effective at improving pupil outcomes. It is shown to be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. It is likely to make an impact if it is additional to and explicitly linked with normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition
Phonics interventions-Early and swift identification of children falling behind with catch up SEND groups where essential	EEF Study on systematic phonics EEF: 'Phonics approaches have been consistently found to be effective

Targeted academic support (one-to-one support structured interventions)

Budgeted cost: £15000

Delivery of S+L programmes designed by speech and language therapies and training for Nuffield's National Early Literacy Intervention (NELI)	Trials into the effectiveness of NELI found a positive impact on children's language skills adding the equivalent of three months' progress in languageskills. NELI Rand Research EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'
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Wider strategies (attendance, behaviour, wellbeing, parent involvement) Budgeted cost: £35000

Activity	Evidence that supports this approach
Targeting absences and persistent absentees through -In-school parent meetings to share learning and work to see importance of education -Visiting homes where no notice of absence has happened -Letters to target those children who are slipping below 95%	EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months' positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap
Support with uniform and to attend, trips, residential, clubs: i:breakfast club and after school clubs Connect Club, Voices Group in school for bilingual and BRM children.	Children can attend clubs and feel part of the whole school community and offer up other options, especially if they do not access these through parental support/ability to access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation
Support, advice and CPD for SEMH needs via external providers such as Dialogue school counselling services-	Increasing numbers of pupils need individualised approaches to support their social and emotional needs. The COVID-19 pandemic has led to further increases that demand bespoke support.
-Nurture interventions -Nurture-tailored to the children's specific needs maybe 1:1 or small group-emotional regulation strategies, resilience, self-esteem, friendships etc.	EEF social and emotional learning pdf
Parental Engagement -Anti-Racism Strategy Group-Connect Group for parents who feel that they or anyone in their family are at risk of harm from or being affected by racism. -protocols for 'what to do if your child/staff/parent experiences an incident of racial harm' -clear systems for reporting incidents of racial harm. -open door policy for communication with all parents -emails, texts, notes home for positive feedback for children. -Website updated in order to communicate our intent, events, celebrations and curriculum -Texts (New system of My Child At School) to be available in all languages -Specialist Support for all new bilingual families and induction protocol for new to English children.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. EEF

Total budgeted cost: £220,000

Further information:

- We used the [EEF's implementation guidance and](#) to help us develop, maintain and sustain our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will review, refine and adjust our plan over time to secure better outcomes for pupils.