

Pupil premium strategy statement – St Mary's Bentworth CE 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	108
Proportion (%) of pupil premium eligible pupils	11% (12 pupils)
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mrs J Ayres
Pupil premium lead	Miss C Baker
Governor / Trustee lead	Mrs C Bridger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270 £350 service
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,620

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Bentworth, we recognise through our internal assessments and monitoring, that those children in receipt of pupil premium funding, have achieved **lower than their peers in Reading and Writing**, in the last twelve months. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving ARE. In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have additional needs and 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, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Carefully planned intervention and support groups will support pupils in narrowing gaps in their learning.

Through careful monitoring, we will also respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling. We 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.

Challenges

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

Challenge number	Detail of challenge
1	Pupils in receipt of PP who also have significant SEND, some complex
2	Pupils in receipt of PP who have social and emotional difficulties, specifically self-esteem and confidence
3	Pupils in receipt of PP who do not achieve ARE in Reading and/or Writing
4	Parental support with reading and homework (including those families who use the school minibuss and are not often 'seen' by school)

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
To further improve the assessment and provision for pupils with additional needs including SEND.	Pupils eligible for PP who have SEND and other additional needs make progress in line with all pupils.
To improve the mental health and wellbeing of all pupils so they are ready and able to consistently engage with all learning.	Identified pupils are able to access learning and personalised provision. Attitudes to learning improve – less incidents of disengagement and/or poor behaviour. The progress of identified pupils improves in line with all pupils and in line with national.
To ensure a wide variety of enrichment and outdoor opportunities are available through the curriculum and wider extra-curriculum.	High proportion of PP pupils access extra-curricular opportunities. Attendance for identified PP pupils improve. Progress improves for identified pupils in line with non-PP and national.
Further develop assessment, intervention and feedback for pupils. Ensure PP pupils continue to achieve well in phonics.	Outcomes at the end of KS1 and KS2 show the gap closing and the progress and attainment of PP pupils is closer to non-PP and national. Pupils eligible for PP, who are able to access it, pass the Phonics Screening at the end of Y1. Pupils eligible for PP make as much progress as non-PP children across KS1 in Reading and achieve at the expected standard in line with other pupils.
Provide extra opportunities for parents to understand how to support their children with their learning, enabling children to make good progress.	Parent workshops will enable parents to support their children with learning. Additional parent meetings for children eligible for PP ensure parents are able to voice concerns and ask for extra support from class teachers.

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: £9421.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further narrow the gap between PP and non-PP at the end of EYFS, KS1 and KS2 in Reading, Writing and Maths.	Previous assessment shows a gap between the attainment of PP and non-PP at the end of EYFS, KS1 and KS2.	3
To accelerate progress in Reading, Writing and Maths so that more PP children achieve ARE.	In order to close the gap in attainment we need to accelerate progress in these areas.	3
To accelerate progress of PP children with SEND.	A large percentage of our PP children have SEND (50%.)	1, 2, 3

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

Budgeted cost: £7534.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention with small step targets. Identifying gaps in grammar to target intervention. Handwriting Mountain – ensure that children are not falling behind due to lack of practise	PP children are lower attaining in Writing (47%.)	3
ELSA timetable – arrange for PP children not seeing the ELSA	47% of PP children have had, or are having, ELSA input.	1, 2

regularly to have planned 'check in' sessions. Long term consideration – PP champion to counsel and coach. PSHE tailored to PP children's needs.	Some PP children with SEND have social and emotional difficulties as part of their diagnosis.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4891.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training for teachers – using the Thrive document for support. Keeping parents informed with updates to support, parenting courses etc. ELSA support.	Through observation and discussion with agencies, it has been identified that some PP children have attachment difficulties.	1, 2
PP children always considered for new opportunities (Young Voices, PE/Sport tournaments.) Encourage clubs – speaking to parents and finding clubs that PP children would like to do Linking parents with outside clubs when PP children show an interest/talent.	When looking at sporting events and other experiences, PP children tended to not attend for many reasons including parental engagement and cost.	1, 2

Total budgeted cost: £21,847.71

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall, at the end of Key Stage One (2024-2025), children in receipt of pupil premium achieved either in-line or a slightly lower level of attainment than their non-pupil premium peers in reading, writing and maths.

At the end of Key Stage Two (2024-2025), children in receipt of pupil premium attained either in-line or slightly lower in reading, writing and maths compared to non-premium children. Overall attendance in 2024/25 was 97.13% for the whole school. Pupil Premium attendance was 96.60%.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Support was offered to families through funding for school uniform, energy vouchers and towards the cost of events such as trips, visitors and after/before school clubs.

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
iASEND	iTrack Pupils
CPOMS	Raptor Technologies