

Pupil premium strategy statement – Bentley Heath C E Primary School

This statement details our school's use of pupil 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	349
Proportion (%) of pupil premium eligible pupils	9.5%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hannah Cook; Headteacher
Pupil premium lead	Hannah Cook; Headteacher
Governor / Trustee lead	Peter Gate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£49,995

Part A: Pupil premium strategy plan

Statement of intent

At Bentley Heath C E Primary School, our pupil premium strategy is driven by a commitment to ensuring that disadvantaged pupils have the same life chances as their peers. We aim for all pupils to achieve well academically, experience positive wellbeing, and maintain high levels of attendance. Our ultimate goal is for every child to thrive—socially, emotionally, and academically—regardless of background.

Our strategy is closely aligned with our whole-school improvement priorities. We ensure that all staff are aware of who our disadvantaged pupils are and understand their individual needs. This supports our focus on effective deployment of teaching assistants, high expectations for all learners, and investment in the social, emotional, and mental health (SEMH) of every child. We recognise that SEMH needs can be more prevalent among disadvantaged pupils and are committed to addressing these proactively.

The key principles underpinning our strategy include:

- High expectations for all pupils
- Evidence-based interventions
- A strong sense of belonging and inclusion
- Embedding our school values in all aspects of provision
- A nurturing approach that prioritises wellbeing alongside academic outcomes
- Building strong, trusting relationships with families

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in core subjects – many disadvantaged pupils enter school with lower attainment in reading, writing, and maths compared to their peers.
2	Social, emotional, and mental health needs – disadvantaged pupils may experience higher levels of anxiety, low self-esteem, or trauma, impacting engagement and progress.
3	Attendance and punctuality – persistent absence or lateness can affect learning continuity and social integration.

4	Limited access to enrichment opportunities – pupils may have fewer opportunities for cultural capital, extracurricular activities, or wider experiences.
5	Parental engagement and home learning support – some families may face barriers to supporting learning at home due to time, confidence, or resources

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 attainment in reading, writing, and maths for disadvantaged pupils	By 2028, the proportion of disadvantaged pupils achieving the expected standard in R/W/M combined at KS1 and KS2 will increase year-on-year, aiming to close the gap with non-disadvantaged pupils. Due to small cohort sizes, progress will be monitored through individual tracking and cohort-level trends rather than direct percentage comparisons.
Improved SEMH and wellbeing for disadvantaged pupils	Pupil voice, staff voice and behaviour logs will show improved emotional regulation, engagement, and wellbeing. Fewer SEMH-related incidents and increased participation in learning.
Increased attendance and punctuality for disadvantaged pupils	Average attendance for disadvantaged pupils will rise to at least 94% by 2028, with a significant reduction in persistent absence (target: below 15%). Attendance will be monitored closely and supported through targeted interventions.
Greater access to enrichment and cultural capital	All disadvantaged pupils will participate in at least one extracurricular activity and one enrichment experience per term. Participation will be tracked and barriers addressed.
Strengthened parental engagement and home learning support	Increased attendance at parent workshops and consultations. Improved home learning participation and positive feedback from families. Engagement will be tracked through logs and surveys.

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: £16,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher completing Adaptive Teaching course through Ambition Institute and disseminating learning through CPD	Ambition Institute research; EEF evidence on adaptive teaching and professional development	1, 2
Cover costs for CPD release time	Enables staff to access high-quality CPD without disruption to learning	1
Continued CPD and monitoring on TA deployment	EEF guidance on effective TA deployment	1
Deputy Headteacher for Teaching and Learning providing CPD and coaching	EEF evidence on instructional coaching and leadership	1
Read Write Inc training and resources to prioritise early reading	EEF Phonics Toolkit; Read Write Inc impact studies	1
TLR holder for Early Reading coaching teachers to improve phonics teaching	Internal data and EEF evidence on early literacy	1

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

Budgeted cost: £19,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Participation in EEF FFT Tutoring with the Lightning Squad (Y3 & Y4)	EEF evidence on small group tutoring and catch-up programmes	1
Assistant Head for Inclusion supporting targeted interventions and pupil progress	EEF evidence on leadership and inclusion; internal data on SEMH needs	1, 2, 5
Employ TA with responsibility for accelerating reading, focusing on disadvantaged pupils	EEF evidence on targeted reading interventions	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged pupils can access enrichment activities, extracurriculars, and trips	EEF evidence on cultural capital and enrichment	4
Support for attendance through CSAWS	DfE and EEF evidence on targeted attendance interventions	3
Beacon CPD programme for staff to support SEMH and behaviour	EEF evidence on behaviour and wellbeing CPD	2
Pastoral Manager supporting disadvantaged pupils and families	Internal data; EEF evidence on parental engagement and wellbeing	2, 3, 5
SEMH TA providing regular support for disadvantaged pupils	EEF evidence on targeted SEMH support	2

Total budgeted cost: £49,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–2025 academic year, Bentley Heath C E Primary School continued to implement targeted strategies to improve outcomes for disadvantaged pupils. Our analysis draws on national assessment data, internal tracking, attendance records, and pupil voice.

- **Attainment:**

At KS2, 50% of disadvantaged pupils achieved the expected standard in reading, writing, and maths combined—maintaining the improvement seen since 2022 (up from 17% in 2021–2022). At KS1, 20% of disadvantaged pupils achieved RWM combined, compared to 73% of non-disadvantaged pupils. While the gap remains, cohort sizes are small, and individual progress from starting points is evident.

- **Reading and Writing:**

All disadvantaged pupils in Year 1 passed the phonics screening check, reflecting strong early reading provision. Targeted phonics and reading interventions, including Read Write Inc and coaching from a TLR holder, contributed to narrowing the gap in reading. Writing remains an area for development, with external CPD commissioned to support staff.

- **Attendance:**

Attendance for disadvantaged pupils averaged 88.36%, compared to 97.37% for non-disadvantaged pupils. 38% of disadvantaged pupils were persistently absent. Although this remains a significant challenge, case studies show that Early Help, CSAWS support, and pastoral interventions have led to improvements for individual pupils.

- **Enrichment and Cultural Capital:**

All disadvantaged pupils participated in at least one extracurricular activity, and financial support enabled full participation in trips and residential. This reflects strong progress toward building cultural capital and inclusion.

- **Wellbeing and SEMH:**

The school's pastoral care offer, including Relax Kids and a new nurture group, supported SEMH needs effectively. Staff CPD and targeted TA support contributed to improved emotional regulation and engagement.

Externally provided programmes

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

Programme	Provider
Mindfulness	Relax Kids

Further information (optional)

At Bentley Heath C E Primary School, our pupil premium strategy is embedded within our wider school improvement planning and reflects our commitment to inclusion, equity, and excellence for all. We recognise that disadvantaged pupils may face complex and varied barriers to learning, and we are committed to addressing these through a holistic, evidence-informed approach.

Our strategy is shaped by:

- Regular pupil progress meetings with a sharp focus on disadvantaged pupils
- Individual case studies and contextual analysis, especially given our small cohort sizes
- Strong pastoral care and Early Help support, including CSAWS and CFSW involvement
- A whole-school commitment to nurturing wellbeing, spirituality, and a sense of belonging
- Ongoing investment in staff development, including CPD on adaptive teaching, phonics, and SEMH

We continue to evaluate the impact of our strategy through both quantitative data and qualitative feedback, ensuring that our provision remains responsive and effective. Our aim is not only to close gaps in attainment, but to ensure that every child feels valued, supported, and empowered to succeed.