

Pupil premium strategy statement – Benson Community School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	316
Proportion (%) of pupil premium eligible pupils	53%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	R Medley
Pupil premium lead	S Rana
Governor / Trustee lead	Lily Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,120
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>	£287,120

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring all pupils, irrespective of their background, achieve their full potential. The pupil premium funding enables us to provide targeted support and interventions to overcome barriers to learning, particularly for disadvantaged pupils.

Our current pupil premium strategy plan has been used to close the gap between all pupils in school and the disadvantaged pupils in reading, writing and maths by the time they leave in year 6.

For this academic year, our key priorities include improving attendance, raising attainment in core subjects (reading, writing, and maths) through high quality teaching, and establishing equitable access to technology through one-to-one iPads.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Issues: Lower attendance rates among disadvantaged pupils affect learning consistency.
2	Persistent absence: Higher rates for disadvantaged pupils affects learning.
3	Attainment Gaps: Many disadvantaged pupils begin school with low attainment in the early stages of child development.
4	Pupils with SEND needs: Limited progress from their starting points.
5	Digital Inequality: Lack of access to technology at home limits engagement in digital learning and development of digital skills.
6	Housing and financial vulnerabilities: Temporary housing and disrepair of properties leads to in year mobility and time away from education due to temporary accommodation out of the locality.

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
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Raise Attainment in Reading, Writing, and Maths	Ensure all pupils attainment in combined for reading, writing and maths increases to close the gap between school and national.
Improve Attendance	Increase attendance rates for all pupils, particularly disadvantaged pupils, aiming for at least 96% overall. Reduce the gap for persistent absence between school and national.
Establish Equitable Access to Technology	Provide all pupils with equal opportunities to engage in technology-based learning.
Improve rates of progress for pupils with SEND needs	Increase the rate of progress against individual targets.

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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for Staff on High-Quality Teaching: (e.g., training workshops, coaching sessions):</i></p> <p>Invest in high-quality teaching through professional development and coaching for staff.</p>	<p>EEF Guidance: <i>"Improving Literacy in Key Stage 2"</i> Improving Literacy in Key Stage 2 EEF</p> <p><i>"Improving Mathematics in Key Stages 2 and 3"</i> emphasize high-quality teaching as the most effective way to improve pupil outcomes. Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Metacognition and self-regulation EEF</p>	3, 4
<p><i>Introduce a one-to-one iPad initiative, ensuring every pupil has access to technology for both in-school and at-home learning.</i></p>	<p>EEF Guidance: <i>"Using Digital Technology to Improve Learning"</i> highlights the importance of integrating technology purposefully to support learning.</p>	3, 4, 5, 6

<p><i>Purchase styluses, and charging trolleys</i></p> <p><i>Offer training for staff and pupils to maximize the educational impact of digital tools.</i></p> <p><i>Workshops for pupils and parents to ensure effective and responsible use of iPads.</i></p>	<p>Evidence suggests that technology is most effective when used to complement high-quality teaching.</p> <p>Using Digital Technology to Improve Learning EEF</p> <p>Parental engagement EEF</p> <p>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.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £208,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistants for Targeted Interventions:</i></p> <p>Implement targeted interventions for pupils at risk of falling behind, including small-group tuition and individual support, focusing on identified gaps.</p>	<p>EEF Guidance:</p> <p><i>"Making the Best Use of Teaching Assistants"</i> supports using TAs for targeted interventions.</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	3, 4
<p>Use formative assessment to identify gaps and adjust teaching strategies effectively and to adapt teaching to individual SEND needs.</p>	<p>Special Educational Needs in Mainstream Schools EEF</p> <p>Special Educational Needs in Mainstream Schools—Recommendations</p> <p>Recommendation 4</p>	4

	Complement high quality teaching with carefully selected small-group and one-to-one interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated attendance team led by a member of the senior leadership team.</p> <p>Train staff on strategies to engage families effectively and improve attendance</p> <p>Deliver training on early intervention techniques to prevent persistent absenteeism.</p>	<p>EEF Guidance:</p> <p><i>"Working with Parents to Support Children's Learning"</i> highlights the importance of building strong relationships with families to overcome attendance barriers.</p> <p>Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF</p>	1, 2, 4, 6
<p>Establish an attendance officer to track and support families with persistent absence.</p> <p>Pastoral Support for mentoring and outreach services.</p> <p>Offer targeted pastoral support, such as mentoring or home visits, to address barriers to attendance.</p>	<p>EEF Guidance</p> <p>Supporting school attendance</p> <p>1. Build a holistic understanding of pupils and families, and diagnose specific needs</p> <p>Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation</p> <p>EEF blog: Addressing attendance: Getting below the surface EEF</p>	1, 2, 4, 6

Total budgeted cost: £296,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

By the end of the previous pupil premium strategy plan, the gap between disadvantaged pupils and other pupils in school narrowed and in some areas was higher.

In early years the data demonstrated a gap of 10% by the end of Reception.

In year 6, the performance of disadvantaged pupils was more than 10% higher in reading and maths and in writing was broadly the same.

In the combined subjects of reading, writing and maths the gap for disadvantaged pupils was reduced to 2%.

This next strategy plan will be focused on raising attainment for all pupils to close the gap against national standards in attainment and attendance.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.