



# Bentley St Paul's Pupil Premium Strategy Statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bentley St Paul's C of E Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	April 2026, September 2026
Statement authorised by	Mrs Louise Putt
Pupil premium lead	Mrs Louise Putt
Governor / Trustee lead	Mr Phil Russell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£27,645

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that our curriculum should be engaging, enjoyable, varied and encourage all pupils to challenge themselves whilst giving them a thirst for knowledge. We strive to meet the needs of all our pupils and ensure each and every child is able to fulfil their potential. We have developed a progressive, layered, thematic and creative curriculum which involves teaching the key skills of the National Curriculum. This is both a skills and knowledge-based approach. The intention is to give children and teaching staff opportunities to explore their own creativity and to give the children more purpose for their learning. We aim to create independent thinkers who take ownership over their education, developing strong life-long learning behaviours of perseverance and resilience. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the [Education Endowment Foundation \(EEF\)](#). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

- To make effective use of funds as they are minimal amounts and cannot be used to pay for additional teachers or staffing.

### Demography and School Context

Bentley St Paul's C of E Primary School is a one form entry Voluntary Aided Church School situated on the outskirts of Brentwood, Essex. It is a semi-rural school with a high percentage of family groups. Bentley St Paul's doesn't have a catchment area; admission is by Looked After Children, Siblings and Church Attendance with locality coming next. Bentley St Paul's is linked to St Paul's Church and works closely with them. Over the years the number of children gaining access through church attendance has diminished however this has not impacted our Christian distinctiveness.

Our stability is well above the National Average and our percentage of SEND is also above National, currently sitting at 17.2% of children on the SEND register. Diversity at Bentley is well below the National Average with only 4.9% of children with [English as an Additional Language \(EAL\)](#) across the school. The number of [Pupil Premium Grant \(PPG\)](#) children and Free School Meal children is significantly below the National Average. The current number of PPG children stands at 7.8%.

Whilst the intake at Bentley tends to be considered more affluent the reality is in fact a number of families fall just outside the threshold for eligibility. As a whole we endeavour to include these children within our plans when organising PPG support.

The school was judged Good at our last Ofsted, January 2018 and Outstanding in our last SIAMS, January 2018. Since that period we have continued to develop and grow as a school.

## Challenges

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

Challenge number	Detail of challenge
1	All children having the optimum opportunity to succeed in school through: Good Attendance, economic factors, access to extra-curricular opportunities, appropriate uniform, appropriate equipment etc
2	High number of disadvantaged children with SEND across the school
3	Good Mental Health and the impact it has on learning and developing

4	Access to appropriate resources to support good Reading development
5	Writing development across the school in line with Reading and maths

### 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
1. The gap between cohort and disadvantaged pupils closes through targeted academic and pastoral support at an individual level	<ul style="list-style-type: none"> <li>All pupils' attendance is a minimum of 95% giving them good access to the curriculum.</li> <li>All pupils will have access to the necessary resources to support their learning fully</li> <li>All pupils will have access to full school uniform</li> <li>All pupils will be given the opportunity to develop skills outside of the standard curriculum</li> <li>An exciting and engaging curriculum which is fully progressive and covers all aspects of learning</li> </ul>
2. Good quality of learning provided irrespective of needs	<ul style="list-style-type: none"> <li>All PPG children will be able to access the curriculum either within the class or with targeted support from support staff irrespective of their needs</li> <li>Appropriate resources will meet the needs of all pupils</li> </ul>
3. All pupils will have access to support services where their mental health and wellbeing has been impacted	<ul style="list-style-type: none"> <li>Access to mental health support is readily available and used when needed – kids Inspire/ heads to minds – dogs</li> </ul>
4. Communication, Early reading and phonics skills are supported and developed through appropriate resources	<ul style="list-style-type: none"> <li>Speech and Language is developed with appropriate training and resources for all pupils ensuring they can both communicate and understand</li> <li>Phonics and early reading skills are enhanced for all pupils ensuring there is continuity and progression in the curriculum</li> </ul>
5. All pupils gaps in writing are supported and decreased through targeted support, resources and staff training	<ul style="list-style-type: none"> <li>Targeted group support for lowest writers – interventions</li> <li>Appropriate resources in place to support writing development</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff training in supporting catch up in writing</li> <li>• Engaging curriculum promotes writing across the curriculum and supports writing development</li> </ul>
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## 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

Budgeted cost: £ 20,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching and targeted support throughout the school day ensures all children have access to broad and balanced curriculum	<ul style="list-style-type: none"> <li>• Within its Teaching and Learning Toolkit (T&amp;LT) EEF states Quality First Teaching as a high impact strand.</li> <li>• EEF states Targeted LSA support gives moderate impact to children's learning – as a school we have found it essential to ensuring children are able to fill any gaps in learning</li> </ul>	2
Development of Phonics teaching to ensure good development of early reading skills – for all children including lowest 20% of readers in KS2	<ul style="list-style-type: none"> <li>• Within its Teaching and Learning Toolkit (T&amp;LT) EEF states Phonics as a high impact strand.</li> <li>• In school data demonstrates children with strong phonics achieve better in English at KS2</li> <li>• Children within school who achieve 38-40 in phonics screening at year 1 go on to achieve at least ARE in Reading and GPS at KS2</li> </ul>	4
Learning Support Assistants in every year group for English and Maths to ensure that pupils are all able to access the curriculum and aspects of the day. This allows for immediate feedback, intervention groups,	<ul style="list-style-type: none"> <li>• Data summary from previous years shows accelerated progress across KS1 from EYFS baseline and good progress across KS2 with these levels of support in place.</li> <li>• EEF T&amp;LT identifies TA interventions as providing +4 months in acceleration of learning</li> </ul>	2, 4 & 5

support with organisation and work planning, all supporting progress	<ul style="list-style-type: none"> <li>All PPG children will be able to access the curriculum either within the class or with targeted support from support staff irrespective of their needs</li> <li>EEF T&amp;LT identifies Feedback as a key area for supporting progress in children's learning. It cites it as +6 for impact. Instant feedback is extremely beneficial to children, LSAs make this possible, this in turn supports their metacognition and self-regulation</li> </ul>	
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## Targeted academic support

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A structured approach to Speech and Language through a structured and specific interventions across both KS1 and KS2 – initially targeting those children who struggle to either communicate or understand language. Training for teachers to be included and resources to be bought to enable	<ul style="list-style-type: none"> <li>The number of children with S&amp;L difficulties has increased over the last few years</li> <li>Children with S&amp;L difficulties find phonics and reading more challenging (school data)</li> <li>Within T&amp;LT development of oral language is marked as a high impact area with an increase of 6 months if developed</li> </ul>	2 & 4
Support programme for Phonics and spelling as well as a phonics tracker to ensure progress is monitored especially for the lowest 20% of readers. Children grouped according to needs not year group, children achieve mastery at the level they are working on before moving on to the next level	<ul style="list-style-type: none"> <li>T&amp;LT cites Mastery as a positive way to improve outcomes for children along with small group tuition and collaborative learning approaches. It also cites Reading comprehension strategies as high impact on children's progress and development</li> <li>Pupil progress assessments and monitoring will demonstrate impact – this has already been positive since it began in April 2021 – children in general moving 4 steps in one term</li> </ul>	5
Ensure SEN Support materials and resources are up to date and	<ul style="list-style-type: none"> <li>70% of PPG children are on SEND register – 43% of these have EHCPs</li> <li>Access to all aspects of the curriculum can be challenging for</li> </ul>	1, 2, 4 & 5

support individuals learning	pupils with SEND – currently all SEND PPG children are working below ARE – appropriate resources will support this development	
Ensure all children have access to an engaging and progressive curriculum with effective resources and memorable experiences. – fund curriculum for foundation subjects for R-6 Include Computing which provides access at home for homework activities	<ul style="list-style-type: none"> <li>• It is essential to promote high standards and ensure progression across the school that children</li> <li>• Clear intentions for both skills and knowledge should be mapped out to ensure continuity and progression whilst also ensure curriculum coverage.</li> <li>• With the above in place all children have an equal chance to have access to a rich learning experience.</li> </ul>	1,2,5

## Wider strategies

Budgeted cost: £ 3,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all children have access to good Mental Health support through Kid's Inspire and Heads 2 Minds	<ul style="list-style-type: none"> <li>• Children's mental health Impacts their ability to learn</li> <li>• Early identification and intervention can reduce long term impact of negative mental health</li> </ul>	3
Support regular Attendance of disadvantaged pupils in through the use of: <ul style="list-style-type: none"> <li>• emergency transport</li> <li>• breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>• Good attendance is essential to ensure full access to the curriculum and optimum progress</li> </ul>	1
To ensure all disadvantaged children have access to any school trip and educational visits to provide them with valuable learning experiences alongside their peers To ensure all pupils have access to extra-curricular activities including sports clubs	<ul style="list-style-type: none"> <li>• Full access to the wider curriculum through support affording both educational visits and access to extra-curricular activities enhances children's wider experiences and supports their learning beyond the classroom</li> </ul>	1

both within term time and during the holidays		
To ensure all pupils have access to full school uniform including PE kit	<ul style="list-style-type: none"> <li>Where all children wear the same uniform and PE kit children can be disadvantaged just in their lack of access – financial support is offered if necessary to ensure both uniform and PE kit is accessible</li> </ul>	1

**Total budgeted cost: £27,645**

## Part B: Review of outcomes in the previous academic year (2024-2025)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	Desired outcomes	Success criteria	Impact
1.	The gap between cohort and disadvantaged pupils closes through targeted academic and pastoral support at an individual level	<ul style="list-style-type: none"> <li>All pupils' attendance is a minimum of 95% giving them good access to the curriculum.</li> <li>All pupils will have access to the necessary resources to support their learning fully</li> <li>All pupils will have access to full school uniform</li> <li>All pupils will be given the opportunity to develop skills outside of the standard curriculum</li> <li>An exciting and engaging curriculum which is fully progressive and covers all aspects of learning</li> </ul>	<p>Whole school attendance was 96%. PPG attendance was at 94.6% lower than whole school and target, this is partly due to one child having extended time off on medical grounds and other children on PPG struggling with health concerns. All attendance is monitored closely.</p> <p>All children had access to extra-curricular activities. All children were able to access educational visits enhancing and extending their learning.</p> <p>Uniform was provided where necessary and equipment was made available to all children.</p>
2.	Good quality of learning provided irrespective of needs	<ul style="list-style-type: none"> <li>All PPG children will be able to access the curriculum either within the class or with targeted support from support staff irrespective of their needs</li> <li>Appropriate resources will meet the needs of all pupils</li> </ul>	<p>All children had access to a rich curriculum and were able to participate in all aspects.</p> <p>Support and interventions were in place where required and children made good progress.</p> <p>Expected progress.</p> <p>PPG children            Reading – 94%            Writing – 94%            Maths – 82%</p> <p>Non PPG children            Reading – 96%            Writing – 98%            Maths – 98%</p>

3.	All pupils will have access to support services where their mental health and wellbeing has been impacted	<ul style="list-style-type: none"> <li>• Access to mental health support is readily available and used when needed – kids Inspire/ heads to minds – dogs</li> </ul>	<p>All children had access, when required, to mental health support from Kid's Inspire enabling them to have play therapy, counselling and family support. LSA continue to be an invaluable support to children and in particular disadvantaged children. They were able to ensure they were able to engage with their learning, support individual needs and assist and support them as they completed homework, read daily and organised their belongings.</p> <p>Heads to minds was brought in for three PPG children with positive results.</p>
4.	Communication, Early reading and phonics skills are supported and developed through appropriate resources	<ul style="list-style-type: none"> <li>• Speech and Language is developed with appropriate training and resources for all pupils ensuring they can both communicate and understand</li> <li>• Phonics and early reading skills are enhanced for all pupils ensuring there is continuity and progression in the curriculum</li> </ul>	<p>Phonics scheme and relevant resources working well, additionally being used to support lowest 20% of the school for reading.</p> <p>Targeted intervention groups working well and having positive impact on standards and achievement for all pupils, including disadvantaged.</p>
5.	All pupils gaps in writing are supported and decreased through targeted support, resources and staff training	<ul style="list-style-type: none"> <li>• Targeted group support for lowest writers – interventions</li> <li>• Appropriate resources in place to support writing development</li> <li>• Staff training in supporting catch up in writing</li> <li>• Engaging curriculum promotes writing across the curriculum and supports writing development</li> </ul>	<p>Groups were set up to support children with writing.</p> <p>Writing was developed within the English Curriculum and implemented</p> <p>Children made good progress in writing.</p> <p>Expected progress PPG children – 94% Non-PPG – 98%</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A