

Pupil premium strategy statement – Sutton Benger CE 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	167
Proportion (%) of pupil premium eligible pupils	13%
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)	2026–2029 (2026-2027 specific)
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Hayley Clayton
Pupil premium lead	Hayley Clayton
Governor / Trustee lead	Anthony Weedon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,994
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>	£39,994

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Benger CE Primary School, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage (LEDs) face and that puts the right support in at the right time.

Although 13% of pupils are formally identified as disadvantaged, our school serves a wider group of families who are 'just about managing'. Many families sit just above the threshold for statutory support and may not be fully represented within national deprivation measures, despite facing pressures that can affect pupils' attendance, wellbeing, confidence and readiness to learn. In this context, disadvantage can be hidden, fluctuating and varied in how it presents across pupils and families.

School assessment information, attendance analysis, pastoral records, pupil voice and our Learners Experiencing Disadvantage (LED) mapping tool indicate that barriers for disadvantaged pupils are most commonly linked to attendance, emotional wellbeing, special educational needs and reduced access to enrichment opportunities. These barriers can limit pupils' independence, resilience and access to the full curriculum if not addressed systematically and consistently.

Our strategy therefore prioritises high-quality teaching as the greatest lever for improving outcomes, alongside carefully targeted academic and pastoral support where required. The approach is aligned closely with school development priorities (see 2026/27 SDP) and informed by evidence-based practice, including the Education Endowment Foundation (EEF) tiered model. Through strong classroom practice, timely intervention, effective attendance systems and meaningful inclusion in the wider life of the school, we aim to secure sustained improvements in achievement, participation and long-term outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Regular attendance among 36% of our pupil premium pupils remains below national averages. Analysis suggests that attendance barriers are frequently linked to complex family circumstances rather than parental disengagement.
2	Writing outcomes indicate that 55% of our pupil premium are working below secure age-related expectations in writing. Barriers range across transcription skills as well as being able to accurately and coherently write for a range of contexts, purposes and audiences.
3	60% of our pupil premium pupils are on our SEND register. Barriers include speech and language, early reading acquisition, which leads to lower levels of reading progress/attainment at the end of KS2 and increased SEMH needs.
4	From using our LED tracking tool, we know that 100% of our disadvantaged/PP children have had exposure to at least one adverse childhood experience with some experiencing up to 10 within their childhood.

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 attendance for disadvantaged pupils	Regular absence for disadvantaged pupils will reduce from 36% to below 15%. Overall attendance for disadvantaged pupils will improve to be above national disadvantaged attendance.
Improved writing outcomes disadvantaged pupils	By July 2027, the proportion of disadvantaged pupils meeting age-related expectations in writing will increase from 45% to at least 75%.
Increased independence and engagement in lessons	The proportion of disadvantaged pupils achieving age-related expectations across the curriculum will increase from 50% to at least 73%. Lesson visits, book looks and pupil voice will show improved engagement in lessons and increased independent learning outcomes.
Increased participation in enrichment and wider opportunities	Participation rates for disadvantaged pupils in extra-curricular activities will increase: Enrichment activities from 52% to 78%; music lessons from 4% to 22% and school trips will be 100%. Pupil voice will demonstrate improved belonging and engagement.

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

Budgeted cost: £6094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD approach, focused on developing quality first teaching, with consistent practice across the school.	EEF evidence indicates high-quality teaching has the greatest impact on disadvantaged outcomes. Monitoring identified consistent practice in the planning and teaching of writing across the school. See SPD 2026/27.	2, 3
Structured writing approaches implemented across the school including the 4-phase approach.	Writing outcomes across the school suggest that disadvantaged pupils require greater consistency of approach and support within the writing phases. See SPD 2026/27.	2, 3
Whole-class writing approach includes daily practice, at a consistent time with a consistent approach.	Internal monitoring has demonstrated that learning where writing is the sole focus has improved outcomes compared to writing that is delivered through the states of being approach. See SPD 2026/27.	2, 3
Adapted resources to ensure that all children, but particularly learners experiencing disadvantage,	Leaders identified curriculum accessibility as a barrier for some disadvantaged pupils. Adaptations and scaffolds to support learners need to be further developed to enable children to 'keep up' not catch up. See SPD 2026/27.	2,3
Targeted interventions to increase independence and engagement in lessons	EEF evidence shows that well-structured, targeted interventions—especially small-group tuition and high-quality, structured programmes—produce moderate, cost-effective improvements in pupil attainment when implemented carefully and matched to need.	2,3

Implementation Indicators

- 100% of teachers engage in at least 3 instructional coaching cycles annually.
- Learning walks show consistent approach to focused writing approach.
- Pupil voice shows increased engagement in writing.
- Book looks demonstrate a range of skills embedded across a wider range of text-types.

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

Budgeted cost: £30,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language disadvantaged pupils below age-related expectations when starting school	Targeted fluency intervention has strong evidence when linked to classroom provision. NELI Preschool EEF Voice-21 "Speaking is a huge priority. It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i> https://voice21.org/	3
Maintaining a whole-school early reading approach using our SSP	Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE. - Systematic synthetic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Whole-school (Trust) reading approach with CPD disseminated across KS2	Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Targeted emotional support for delivery of the Mulberry Bush SEMH curriculum	A sequence of planned experiences, which focuses learning on the five core competencies of successful emotional development. Research - The Mulberry Bush	3, 4
Wellbeing support provided through ELSA and Rainbow groups as well as Lighthouse intervention	Implementing SEMH interventions is crucial for promoting inclusion and are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF	1,2,3,4

Implementation Indicators

- Intervention attendance exceeds 95%.
- Progress reviewed every six weeks.
- Assessment data demonstrates accelerated progress for targeted pupils.
- Pupil voice indicates increased confidence and engagement.

Wider strategies

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational attendance mentoring and first-day response systems	Attendance analysis suggests trusted relationships and early intervention improve engagement more effectively than punitive approaches.	1
Family support meetings and early help referrals for persistent absence	Supports families experiencing barriers linked to SEMH and attendance.	1, 4
Subsidised enrichment, music tuition and educational visits with proactive recruitment of disadvantaged pupils	Participation analysis shows disadvantaged pupils are less likely to engage in wider opportunities without targeted encouragement.	4
Trusted adult mentoring and pastoral support for identified pupils Supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.	SEMH and belonging strongly influence attendance, participation and readiness to learn.	1, 2, 3, 4

Implementation Indicators

- Weekly attendance review meetings.
- Reduction in repeat absence patterns.
- Increased enrichment participation tracked termly.
- Pupil surveys show improved belonging and school engagement.

Total budgeted cost: £39,994

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment in key performance points throughout their primary journey
YR: 33% of PP children (3 children) achieved GLD in comparison to 78% non-PP
Y1: 100% (3 children) passed the PSC
Y6: 67% of PP children (6 children) achieved combined in reading, writing and maths, compared to 76% non-PP
The number of PP children in each class is low, with year 2 and year 4 having no PP children.

Y1 – 100% combined (3 children) compared to 75% non-PP

Y3 - 100% combined (4 children) compared to 86% non-PP

Y5 – 67% combined (3 children) compared to 75% non-PP

In YR and Y5 and Y6, the PP children not attaining the expected standard are also on our SEND register.

We will continue to prioritise the attainment and progress of PP children as part of our monitoring cycle, including at Pupil Progress meetings and as part of book scrutiny.

LEDs become emotionally literate learners who can understand and regulate their emotions.

Children who struggle to manage emotions have been well supported through ELSA sessions. 52% of our PP pupils have received ELSA support this academic year.

The school has engaged the support of Lighthouse through the Trust, and 4% PP children have had a targeted intervention through this service.

43% of families of our PP children have engaged with our family support worked through the Lighthouse service across the year.

Extra opportunities and experiences have been planned in carefully as part of a curriculum approach. 95% PP children have accessed school trips and visitors through the 50% reduction in cost.

A systematic approach has been developed, alongside our Trust, to identify children experiencing disadvantage beyond those children who qualify for PP. These children are monitored and supported alongside our PP children.

Next steps are to continue to monitor these children to ensure that they are receiving the correct support to address the gap in their literacy, whether this be academic, social, emotional and through early communication. We will also continue to support families of these children through external services.

Disadvantaged attendance has increased by +1%

Whole school attendance processes are rigorous.

Attendance letters and SAM meetings have been used to support an improvement in attendance where data analysis has raised concerns.

Overall attendance was above national average at 95.29%, compared to 93.26% nationally. 17% of PP children (3 families) are currently within the persistently absent range of <90% attendance and are being supported to increase this by taking holidays outside of term time.

Next steps are to introduce termly letters to all parents so that they are aware of their child's attendance as it drops from 100%, regardless of whether it falls below national expectations.

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)