

Benchill Primary Pupil Premium Strategy Statement



This statement details how Benchill Primary School intends to use pupil premium funding in 2026–27 to improve the attainment and wider outcomes of 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	Benchill Primary School
Number of pupils in school	442 (409 - Rec to Year 6)
Proportion (%) of pupil premium eligible pupils	58.8% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	Septmber 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr Steven Rooney (Headteacher)
Pupil Premium lead	Mr Steven Rooney (Headteacher)
Governor Lead	Rachel Rosewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£478,950
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£478,950

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is for disadvantaged pupils to achieve well across the curriculum and participate fully in school life. Strong teaching, early identification of barriers and carefully evaluated support underpin our approach. The school serves a community with high levels of disadvantage, and pupils may face overlapping barriers in language, attendance, wellbeing and access to enrichment. We identify needs through assessment, conversations with pupils and families, and close review of attendance and participation.

Our 2026–27 priorities are to strengthen early language, phonics and reading fluency; improve writing and mathematical fluency through consistently effective teaching; sustain strong outcomes for disadvantaged pupils at Key Stage 2; reduce persistent absence; and ensure pupils with additional needs can access the curriculum. We will use coaching, curriculum development and targeted intervention alongside support for families and a broad programme of experiences.

Teachers retain responsibility for the progress of disadvantaged pupils, including those with SEND. Leaders will review provision each term using attainment, attendance, intervention records and pupil voice, adjusting activity when evidence shows it is not working. The strategy also benefits pupils facing similar barriers who are not eligible for pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations and discussions identify gaps in oral language, vocabulary and communication from Nursery onwards. Some pupils need explicit teaching and specialist support to access learning.
2	Attainment remains uneven across phases and subjects. Early phonics and reading fluency, writing composition and mathematical fluency require sustained attention. The 2026 KS2 disadvantaged combined expected standard was 61%, compared with 67% for all pupils.

3	Some pupils face social, emotional and regulation needs, including pupils with SEND. These needs can affect engagement, independence and access to learning.
4	Persistent absence and lateness reduce access to teaching and relationships. Some families require timely, individual support and coordinated work with external partners.

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
Improve language, phonics and reading fluency for disadvantaged pupils.	Termly assessments show improved oral language and vocabulary from individual starting points. Phonics and reading assessment identifies fewer pupils falling behind; those receiving additional support make measurable progress.
Improve attainment in reading, writing and mathematics, while sustaining strong Key Stage 2 outcomes.	Termly assessments and work scrutiny show that disadvantaged pupils make strong progress. Leaders review differences between disadvantaged and other pupils at expected and higher standards, with particular attention to writing and combined attainment.
Strengthen inclusion, wellbeing and participation.	Individual learning and behaviour plans are implemented and reviewed with staff and families. Pupil voice, participation registers and case reviews show that disadvantaged pupils, including those with SEND, access learning, trips, clubs and leadership opportunities.
Improve attendance and reduce persistent absence among disadvantaged pupils.	Leaders monitor disadvantaged attendance and persistent absence regularly, compare them with whole-school figures and review individual plans. Attendance improves from the 2025–26 baseline and the number of persistently absent pupils falls.

Activity in this academic year

The planned activities below address the identified challenges. The allocation across the three categories and the total budgeted cost must be confirmed against the 2026–27 finance plan before publication.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use diagnostic assessment and moderation to identify gaps and adapt classroom teaching.	Reliable assessment and responsive teaching help teachers target specific knowledge gaps.	1, 2
Develop oral language and vocabulary through high-quality discussion, reading and explicit vocabulary teaching.	Oral language approaches support communication and reading when embedded in everyday teaching.	1, 2
Continue Read Write Inc. development days, coaching and fidelity checks; strengthen the transition to fluent reading across KS1 and KS2.	Systematic phonics, regular practice and early identification support pupils who are learning to read.	1, 2
Use the Benchill Learning and Teaching Strategy, coaching twice per half-term, and subject CPD to improve modelled writing, task design and mathematical fluency.	High-quality teaching is the central strand of the strategy; coaching and review support consistent implementation.	2
Develop inclusive classroom practice, including the five-a-day approach, visual support and consistent use of	Adapted teaching and coordinated staff practice help pupils with additional needs access ambitious learning.	2, 3

individual learning and behaviour plans.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £388,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver short, assessed phonics support, including Read Write Inc. Fast Track Tutoring, for pupils who need to catch up.	Frequent, targeted sessions allow pupils to practise identified gaps and are reviewed against phonics assessments.	1, 2
Provide targeted speech and language support, including work with Speech Leap and appropriate early language programmes.	Individual assessment and structured practice target communication and vocabulary needs.	1
Provide small-group or individual support in reading, writing and mathematics, including Number Stacks and fluency practice where assessment identifies a need.	Support is linked to classroom teaching, with entry and exit measures to check progress.	2
Use SENDCo, assistant SENDCo and educational psychologist reviews to refine plans and support for pupils with overlapping disadvantage and SEND.	Regular review tests whether provision improves access, independence and progress.	2, 3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen first-day response, family meetings and case reviews for pupils at risk of persistent absence; work with One Education and the You Matter project where appropriate.	Timely, individual action addresses barriers identified with families; leaders monitor attendance and the impact of support.	4
Remove financial barriers to educational visits and provide access to clubs, sport, arts and wider experiences.	Participation records and pupil voice will show whether disadvantaged pupils access the wider offer.	3
Provide Thrive, sensory and pastoral support and coordinate referrals to specialist agencies when needed.	Support is matched to assessed need and reviewed through behaviour, wellbeing and engagement evidence.	3, 4
Provide targeted breakfast club access and practical family support where these address identified barriers.	Individual attendance and engagement data will be used to evaluate each intervention.	3, 4

Total budget for this academic year: £478,950

Total budgeted cost: To be confirmed against the 2026–27 allocation of £478,950

Balance after planned spending: £0

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This reviews the outcomes of the 2025–26 academic year and informs the final year of the current three-year strategy.

2025–26 outcomes provide a stronger starting point for the final year of this strategy. At Key Stage 2, 79% of all pupils met the expected standard in mathematics, 84% in reading, 75% in writing and 67% in combined reading, writing and mathematics. For disadvantaged pupils, the corresponding figures were 74%, 79%, 67% and 61%. The difference in writing and combined attainment remains a priority, even as outcomes have improved. At the higher standard, disadvantaged pupils achieved 10% in mathematics, 26% in reading, 5% in writing and 5% combined. Leaders will continue to examine cohort sizes and individual starting points when interpreting these percentages.

In Reception, 59% of all pupils achieved a good level of development. This rose to 72% when pupils with EHCPs in the SEND unit were excluded. These adjusted figures provide context; the statutory all-pupil figure remains 59%. In the Year 1 phonics screening check, 72% of all pupils met the expected standard, rising to 80% when pupils in the SEND unit were excluded. Early language, phonics and transition into fluent reading therefore remain key priorities.

Externally provided programmes

Programme	Provider
Read Write Inc. Development Days	Read Write Inc.
Power Maths	Power Maths
Primary Curriculum Knowledge	KST Enterprises
Speech & Language Therapy	Speech Leap