

# Bengeworth CE Academy Pupil Premium Strategy Statement

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	525
Proportion (%) of pupil premium eligible pupils	30.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hayley Potter
Pupil premium lead	Katy Roleston
Governor / Trustee lead	Christine Spriggs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210, 935.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£210, 935.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Bengeworth CE Academy, our Pupil Premium strategy is designed to ensure that every pupil, regardless of background, is given the opportunity to achieve academically, socially, and emotionally within a safe, inclusive, and nurturing environment. Guided by our Christian values of respect, perseverance, friendship, responsibility, trust, and forgiveness, our approach seeks to develop the whole child, promoting not only academic excellence but also the spiritual, moral, social, and cultural growth of all learners. These values underpin all aspects of school life and inform the way we work with pupils, families, and the wider community.

Our strategy recognises that pupils from disadvantaged backgrounds face unique challenges that require targeted, responsive, and evidence-informed support. We aim to break down barriers for our hardest to reach families, fostering a sense of belonging and encouraging engagement at every level. Through proactive, open, and trusting relationships with families, we seek to create strong collaborative partnerships that enable pupils to thrive both at school and at home. In doing so, we emphasise the importance of belonging within our school community, ensuring that every pupil feels valued, seen, and supported. Our Christian ethos guides our commitment to creating an environment where forgiveness, trust, and respect are modelled consistently and where pupils understand the importance of building positive relationships.

Central to our strategy is the development of inclusive classrooms that empower all learners, providing high-quality teaching that meets the needs of every child. We place particular emphasis on literacy and oracy, recognising that strong reading, speaking, and listening skills form the foundation for lifelong learning. Early intervention in reading and communication is a priority, with evidence-based programmes such as targeted phonics teaching, rapid reading interventions, and speech and language support embedded across the school. By ensuring pupils develop secure literacy skills from the earliest stages, we equip them to access the full breadth of the curriculum and to achieve confident, independent learning outcomes.

Alongside academic achievement, our strategy promotes the development of cultural capital by broadening pupils' experiences and participation in extra-curricular activities. We actively seek to enhance exposure to music and the arts, ensuring that disadvantaged pupils experience enrichment and leadership opportunities that extend beyond the classroom. Our aim is to nurture curiosity, creativity, and resilience, enabling pupils to aspire to, and reach, their full potential. Enrichment activities and cultural experiences are intentionally designed to develop confidence, self-expression, and leadership, with particular attention to ensuring that these opportunities are accessible to all.

A high-profile Pupil Leadership programme is embedded within our school, providing meaningful opportunities for all pupils to take responsibility and lead within the community. Pupil Parliament, Mental Health Ambassadors, Digital Leaders, Worship Team, Eco Team, and Prefect roles offer structured ways for pupils to contribute to school life, influence decisions, support younger peers, and develop a sense of agency and responsibility. For pupils from disadvantaged backgrounds, these leadership opportunities are crucial in fostering self-confidence, aspiration, and a sense of purpose, enabling them to see themselves as active participants and change-makers within the school.

Our approach is holistic, research-based, and responsive to the needs of our local community. We draw upon evidence from the Education Endowment Foundation (EEF) and other trusted sources to ensure interventions are targeted, effective, and sustainable. Strategies include high-quality teaching, targeted small-group and 1:1 interventions, and tailored SEMH and wellbeing support. Nurture provision, pastoral support, and family liaison are core elements in ensuring pupils have access to a stable, supportive learning environment. By addressing social and emotional barriers alongside academic needs, we aim to equip pupils with the skills, resilience, and confidence to succeed.

The Pupil Premium strategy at Bengeworth CE Academy is fully integrated with our School Development Plan, supporting priorities such as optimising learning time, refining curriculum coverage, and embedding consistent assessment practices. We are committed to monitoring the impact of all interventions rigorously, ensuring that pupils from disadvantaged backgrounds make accelerated progress in reading, writing, and maths, and that the attainment gap narrows over time. Our strategy is designed not only to improve academic outcomes but also to promote wellbeing, social development, and personal growth.

By fostering a culture of respect, perseverance, friendship, responsibility, trust, and forgiveness, we create a school ethos where pupils are supported to take risks, learn from challenges, and celebrate achievements. Through inclusive classroom practice, targeted interventions, enrichment, leadership opportunities, and strong family engagement, our Pupil Premium strategy ensures that all pupils, particularly those from disadvantaged backgrounds, have the opportunity to flourish and realise their potential in every aspect of school life.

Ultimately, our aim is to equip every child with the knowledge, skills, confidence, and resilience to succeed not only at Bengeworth CE Academy but throughout their future educational journey and beyond.

### **Intended Impact**

We rigorously monitor and evaluate the impact of our Pupil Premium spending through:

- **Data Tracking:** Tracking student progress in academics, attendance, and behaviour to identify areas of improvement and areas requiring further intervention.
- **Intervention Evaluation:** Regularly evaluating the effectiveness of interventions and adapting our strategies to maximise impact.
- **Progress Monitoring:** Continuously monitoring progress towards our objectives.
  - **Closing the Attainment Gap:** Ensuring the attainment gap between Pupil Premium students and their peers does not widen.
  - **Improving Attendance and Engagement:** Implementing strategies to improve attendance and engagement of Pupil Premium students.
  - **Enriching Personal Development:** Providing opportunities for all Pupil Premium students to participate in the wider curriculum, contributing to their personal development and well-being.

## Challenges

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

Challenge number	Detail of challenge
<p><b>1. Attendance &amp; Engagement</b></p>	<p><b>Fostering Connection and Belonging to Improve Attendance for Pupil Premium Learners</b></p> <p><b>Data Context:</b> Last year, overall attendance for disadvantaged pupils was 92.69%, compared to 95.41% for non-disadvantaged pupils. Disadvantaged pupils represented 48.15% of persistent absentees, highlighting that nearly half of the most chronically absent pupils come from disadvantaged backgrounds.</p> <p><b>Rationale:</b> Regular attendance is strongly correlated with academic progress. The Education Endowment Foundation (EEF) identifies consistent attendance and pupil engagement as key drivers for reducing attainment gaps. Pupils who attend school less frequently fall behind not only academically but also socially and emotionally. Strategies such as early identification, home–school liaison, personalised support, and engagement incentives are evidence-based approaches to improving attendance.</p> <p><b>Implications:</b> Whole-school strategies including strong pastoral systems, family liaison, nurture provision, and personalised interventions are essential to support re-engagement.</p>
<p><b>2. Environment &amp; Inclusion</b></p>	<p><b>Creating Safe, Inclusive Classrooms that Meet the Needs of All Learners</b></p> <p><b>Data Context:</b> SEMH data shows that disadvantaged pupils accounted for 266 of 555 behaviour incidents in the Year 24/25 and 27 of 34 pupils receiving SEMH interventions. Combined with lower attendance and lower attainment, this highlights vulnerabilities in both home and school environments.</p> <p><b>Rationale:</b> A positive and inclusive learning environment is essential for maximising achievement. Maslow’s Hierarchy of Needs demonstrates that pupils must feel safe, secure, and supported before they can fully engage academically. The Regulating Behaviour Curriculum emphasises self-regulation, emotional literacy, and social skills development as prerequisites for learning. The Great Teaching Toolkit identifies that strong classroom climate and supportive learning environments are consistently linked to higher pupil outcomes.</p> <p><b>Implications:</b> Continue to develop inclusive practices, nurture spaces, and classroom strategies that address the lived experiences of vulnerable pupils, fostering resilience, independence, and engagement.</p>
<p><b>3. Parental Engagement</b></p>	<p><b>Building Trust and Collaborative Partnerships with Families</b></p>

	<p><b>Data Context:</b> Disadvantaged pupils face additional barriers to learning outside of school, contributing to lower literacy and numeracy outcomes (Reception GLD 57.89% PP vs 76.27% non-PP; Year 5 Reading EXS 49% PP vs 65% all pupils).</p> <p><b>Rationale:</b> Research consistently highlights parental engagement as a strong predictor of pupil attainment and wellbeing. The EEF Toolkit notes that effective parental engagement can add +3 months’ progress, particularly for disadvantaged pupils. Strategies include proactive communication, workshops, home-learning support, and family liaison roles. Building trust with the hardest-to-reach families is essential to creating a collaborative partnership between home and school.</p> <p><b>Implications:</b> Employing a Family Liaison Officer, establishing regular two-way communication, and engaging families in curriculum-related activities and enrichment will strengthen outcomes for disadvantaged pupils.</p>
<p><b>4. Aspiration &amp; Pupil Leadership</b></p>	<p><b>Cultivating High Aspirations and Unlocking the Potential of Every Pupil Premium Learner</b></p> <p><b>Data Context:</b> Outcomes for disadvantaged pupils indicate gaps in attainment (e.g., Year 5 Writing EXS 37% PP vs 52% all pupils), suggesting that some pupils may benefit from increased motivation, engagement, and self-belief.</p> <p><b>Rationale:</b> Developing high aspirations and offering leadership opportunities are important for raising expectations and self-confidence. The EEF emphasises that pupil leadership and active participation in school life can positively impact engagement, motivation, and cultural capital. The Great Teaching Toolkit identifies the value of authentic pupil voice and pupil-led initiatives in promoting ownership of learning and school identity.</p> <p><b>Implications:</b> Continue to provide high-profile leadership opportunities (Pupil Parliament, Mental Health Ambassadors, Worship Team, Prefects) and widen access to enrichment and cultural experiences to help disadvantaged pupils develop confidence, resilience, and ambition.</p>
<p><b>5. Literacy and Oracy Development</b></p>	<p><b>Developing Strong Literacy Outcomes through Early Reading and Oracy Support</b></p> <p><b>Data Context:</b> Significant gaps persist in early reading and writing outcomes (Reception GLD: 57.89% PP vs 76.27% non-PP; KS1 Writing: 60% PP vs 76% all pupils; Year 5 Reading EXS: 49% PP vs 65% all pupils). Year 2 phonics recheck pass rates for PP pupils were 11.11%, highlighting urgent intervention needs.</p> <p><b>Rationale:</b> Literacy and oracy underpin learning across all subjects. The EEF highlights that oral language interventions, phonics, and targeted reading comprehension strategies can have high impact on progress, particularly for disadvantaged pupils. The Great</p>

	<p>Teaching Toolkit also notes that frequent modelling, guided practice, and vocabulary development support robust literacy gains.</p> <p><b>Implications:</b> Targeted interventions, small-group support, 1:1 reading, speech and language support, and early phonics interventions are crucial. Oracy should be embedded across the curriculum to strengthen communication skills and support writing development.</p>
<p><b>6. Social, Emotional &amp; Mental Health (SEMH)</b></p>	<p><b>Supporting Pupils to Develop Self-Regulation and Wellbeing</b></p> <p><b>Data Context:</b> PP pupils were disproportionately represented in SEMH interventions and behaviour incidents. Of 25 fixed-term exclusions, 15 involved disadvantaged pupils.</p> <p><b>Rationale:</b> SEMH challenges significantly affect engagement, learning, and behaviour. The EEF recommends evidence-informed SEMH interventions such as social skills groups, ELSA sessions, mentoring, and self-regulation strategies to improve outcomes for vulnerable pupils. The Great Teaching Toolkit emphasizes the importance of teacher-student relationships and pastoral support in managing behaviour and promoting learning.</p> <p><b>Implications:</b> Whole-school approaches to SEMH, embedding self-regulation strategies, ELSA, nurture provision, and pastoral support are required to reduce behaviour incidents and support wellbeing, enabling disadvantaged pupils to access learning fully.</p>

## 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
<p><b>To improve attendance and engagement of disadvantaged pupils, ensuring they access full learning opportunities.</b></p>	<ul style="list-style-type: none"> <li>- Persistent Absence (PA) rate for PP pupils decreases year-on-year, moving closer to non-PP peers.</li> <li>- Overall attendance for PP pupils rises toward or exceeds 95%.</li> <li>- Improved engagement and participation in lessons, enrichment activities, and targeted interventions.</li> <li>- Monitored through attendance tracking, daily pastoral checks, and teacher feedback.</li> <li>- Strategies include: proactive family liaison, nurture breakfast clubs, lunchtime pastoral support, trauma-informed approaches, and relational behaviour strategies to foster belonging and consistency.</li> </ul>
<p><b>To create a safe, inclusive, and supportive learning environment that meets the needs</b></p>	<ul style="list-style-type: none"> <li>- Reduction in SEMH-related behaviour incidents and fixed-term exclusions for PP</li> </ul>

<p><b>of all learners, particularly the most vulnerable.</b></p>	<p>pupils.</p> <ul style="list-style-type: none"> <li>- Positive pupil surveys indicating a sense of belonging, safety, and support within the school.</li> <li>- Observations and monitoring show inclusive classroom practice and consistent use of the Regulating Behaviour Curriculum.</li> <li>- Increased participation by previously disengaged pupils, particularly in collaborative and peer-led activities.</li> <li>- Strategies include: Quality First Teaching (teacher as primary intervention), trauma-informed pedagogy, relational behaviour strategies, nurture provision, and tailored SEMH support.</li> </ul>
<p><b>To strengthen parental engagement and partnership, particularly with harder-to-reach families.</b></p>	<ul style="list-style-type: none"> <li>- Increased attendance at parent workshops, curriculum evenings, and parents' evenings.</li> <li>- Positive parental feedback indicating trust, support, and communication effectiveness.</li> <li>- Reduction in PA linked to proactive family engagement and early intervention.</li> <li>- Evidence of parents supporting home learning, reading routines, and participation in enrichment activities.</li> <li>- Strategies include: Family Liaison Officer support, open communication channels, parent-focused literacy and numeracy events, proactive engagement plans, and collaborative home-school agreements.</li> </ul>
<p><b>To cultivate aspiration and provide meaningful leadership opportunities for all pupils, especially PP learners.</b></p>	<ul style="list-style-type: none"> <li>- Increased numbers of PP pupils actively participating in Pupil Parliament, Mental Health Ambassadors, Worship Team, Eco Team, Digital Leaders, and Prefect roles.</li> <li>- Pupils demonstrate improved self-confidence, resilience, and leadership skills in pupil voice activities and surveys.</li> <li>- Pupils articulate future aspirations, demonstrate engagement in personal goal-setting, and show increased motivation to achieve.</li> <li>- All KS2 pupils have access to at least one residential experience per year: <ul style="list-style-type: none"> <li>• Year 3: Malvern Outward Bound – develops problem-solving, resilience, and team-building skills.</li> <li>• Year 4: London trip to the Houses of Parliament – explores leadership attributes and civic understanding.</li> <li>• Year 5: France residential – enhances cultural capital through international exposure (Eiffel Tower, Seine boat trip, Notre Dame</li> </ul> </li> </ul>

	<p>visit).</p> <ul style="list-style-type: none"> <li>- Strategies include: structured pupil leadership programmes, high-profile roles for PP learners, enrichment trips, residential experiences to broaden horizons, and opportunities to lead and mentor younger pupils.</li> </ul>
<p><b>To develop strong literacy and oracy skills, enabling pupils to confidently access the curriculum and engage with a wide range of texts.</b></p>	<ul style="list-style-type: none"> <li>- Increased percentage of PP pupils meeting GLD in Reception, passing Year 1 phonics, and improving Year 2 recheck results.</li> <li>- Gaps in reading and writing outcomes between PP and non-PP pupils reduce at KS1 and Year 5.</li> <li>- Evidence of enriched vocabulary, narrative skills, comprehension, and written expression through assessment data, writing samples, and observation.</li> <li>- Strategies include: Literacy Tree framework across KS1 and 2, literacy-rich environment (World Book Day, library engagement, Cheltenham Literature Festival trips), high-quality modelling and guided reading, 1:1 and small-group interventions, phonics, oracy-focused lessons, and embedding Quality First Teaching where the teacher is the primary intervention.</li> </ul>
<p><b>To improve pupils' social, emotional, and mental health, supporting self-regulation and engagement.</b></p>	<ul style="list-style-type: none"> <li>- Reduction in SEMH interventions and fixed-term exclusions for PP pupils.</li> <li>- PP pupils show measurable improvements in self-regulation, confidence, and emotional wellbeing through ELSA and nurture provision monitoring.</li> <li>- Staff observations indicate improved behaviour, engagement, and resilience in lessons.</li> <li>- Pupils demonstrate increased readiness to learn and positive interactions with peers.</li> <li>- Strategies include: ELSA sessions, trauma-informed approaches, relational behaviour strategies, small-group nurture interventions, pastoral lunchtime support, and integration of self-regulation strategies within classroom practice.</li> </ul>

## 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: £105,468*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching – embedding research-informed pedagogy in all classrooms</b>	EEF and Great Teaching Toolkit evidence shows that high-quality teaching is the most effective lever to improve outcomes for disadvantaged pupils. Teachers as the main intervention reduces need for later remediation.	5 ( <i>Literacy &amp; Oracy Development</i> ), 2 ( <i>Environment &amp; Inclusion</i> )
<b>CPD and professional development focused on trauma-informed practice and relational behaviour strategies</b>	Trauma-informed approaches improve behaviour, engagement, and wellbeing. Relational strategies build trust and foster belonging (Trauma-Informed Schools UK, EEF SEL guidance).	2 ( <i>Environment &amp; Inclusion</i> ), 6 ( <i>SEMH</i> )
<b>Literacy Tree Framework – purchase and implementation across KS1 &amp; KS2, including half-day external INSET training</b>	Structured, evidence-based literacy framework that improves reading and writing outcomes (EEF, 2021; Great Teaching Toolkit). Training ensures effective implementation, improving teaching consistency and early reading/writing attainment.	5 ( <i>Literacy &amp; Oracy Development</i> )
<b>FFT Reading Assessment Programme (£295/year)</b>	High-quality assessment identifies gaps in reading and tracks progress effectively, enabling timely intervention (EEF, 2021; DfE Reading Guidance 2023).	5 ( <i>Literacy &amp; Oracy Development</i> )

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

*Budgeted cost: £63,280*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>Targeted 1:1 and small-group reading support for PP pupils (phonics, Rapid Read, Literacy Tree framework)</b>	EEF shows that 1:1 tuition and small-group literacy interventions can add +5 months progress. Literacy Tree provides structured, sequenced reading instruction aligned to curriculum expectations.	<i>5 (Literacy &amp; Oracy Development)</i>
<b>Targeted 1:1 and small group SALT catch up sessions/CLL interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who enter EYFS with relatively low spoken language skills.</b>	Oral language interventions have very high impact (+6 months progress on average, EEF 2020). Early support for vocabulary, narrative, and listening skills accelerates literacy development.	<i>5 (Literacy &amp; Oracy Development)</i>
<b>ELSA sessions and small-group SEMH support</b>	EEF Social and Emotional Learning evidence shows SEL interventions can improve academic performance by +4 months and reduce behaviour issues. Trauma-informed approaches support resilience, self-regulation, and engagement.	<i>2 (Environment &amp; Inclusion), 6 (SEMH)</i>
<b>1:1 reading sessions in school for all DA pupils with teachers and support professionals with a focus on phonics and reading comprehension.</b>	EEF evidence shows that 1:1 reading interventions, especially targeting phonics and comprehension, can accelerate progress by +5 months on average. Daily reading with a trained adult improves decoding, fluency, vocabulary, and comprehension.	<i>5 (Literacy &amp; Oracy Development)</i>

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

*Budgeted cost: £42,187*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Nurture Breakfast Club &amp; Lunchtime Pastoral Support</b>	Nurture groups and structured pastoral support improve wellbeing, attendance, and readiness to learn (DfE Nurture Guidance 2022; EEF SEL).	<i>1 (Attendance &amp; Engagement), 2 (Environment &amp; Inclusion), 6 (SEMH)</i>
<b>Bagel Scheme – years 2, 3, 4 and 5</b>	Providing breakfast reduces hunger-related barriers to learning, improves concentration, and supports attendance (EEF, 2022; Public Health England, 2021).	<i>1 (Attendance &amp; Engagement), 2 (Environment &amp; Inclusion)</i>
<b>Employment of a Family Liaison Officer</b>	Strong parental engagement improves attainment (+3 months, EEF 2022) and attendance. Family liaison improves	<i>3 (Parental Engagement), 1</i>

	relationships with harder-to-reach families, particularly when trust is built through relational approaches. Last year, the Family Support Worker worked with 71 families (84 children), successfully closing 51 cases by the end of the year, demonstrating measurable impact.	<i>(Attendance &amp; Engagement)</i>
<b>Funding for pupil enrichment activities &amp; peripatetic music lessons</b>	Arts and music participation increases cultural capital, engagement, and wellbeing (EEF, 2021). Enrichment broadens experiences for disadvantaged pupils in low social mobility contexts.	<i>4 (Aspiration &amp; Pupil Leadership)</i>
<b>High-profile Pupil Leadership Roles</b> (Pupil Parliament, Eco Team, Worship Team, Mental Health Ambassadors, Digital Leaders, Prefects)	Pupil voice and leadership opportunities foster self-efficacy, motivation, and aspiration. EEF guidance notes that increasing pupil agency improves engagement and outcomes.	<i>4 (Aspiration &amp; Pupil Leadership)</i>
<b>Funding of uniform</b>	Reduces stigma and social barriers, supports school identity, inclusion, and participation (DfE, 2023).	<i>2 (Environment &amp; Inclusion), 3 (Parental Engagement)</i>
<b>Bereavement / Behaviour Counselling</b>	Targeted counselling supports SEMH, self-regulation, and coping strategies, improving readiness to learn (EEF, 2020; Trauma-Informed Schools UK, 2021).	<i>6 (SEMH), 2 (Environment &amp; Inclusion)</i>
<b>Extra-curricular activities, including educational visits and swimming</b>	Participation in sports and enrichment improves engagement, resilience, and wellbeing (EEF, 2022; DfE PE & Sport Premium Guidance).	<i>4 (Aspiration &amp; Pupil Leadership), 2 (Environment &amp; Inclusion)</i>
<b>Lunchtime pastoral support with a focus on restorative practice, teaching pupils to self-regulate</b>	Restorative approaches and relational strategies improve behaviour, reduce conflict, and enhance pupil wellbeing (EEF SEL guidance; Trauma-Informed Schools UK, 2021). Explicit self-regulation teaching helps pupils develop coping strategies.	<i>2 (Environment &amp; Inclusion), 6 (SEMH)</i>
<b>Resources for the new emotional regulation curriculum to support self-regulation strategies.</b>	Providing structured tools and resources to support self-regulation improves engagement, readiness to learn, and reduces behavioural escalation (EEF, 2020; DfE Behaviour Guidance 2022).	<i>2 (Environment &amp; Inclusion), 6 (SEMH)</i>
<b>Reserved places in extra-curricular clubs for disadvantaged pupils</b>	Providing access to enrichment activities and extracurricular opportunities increases engagement, motivation, social skills, and cultural capital (EEF, 2021; DfE Cultural Capital Guidance, 2023). Tracking participation ensures equity of access and supports aspiration for disadvantaged pupils.	<i>4 (Aspiration &amp; Pupil Leadership), 2 (Environment &amp; Inclusion)</i>
<b>Targeting new Reception intake via</b>	Early engagement with families and transparent information about Pupil Premium reduces stigma, encourages	<i>3 (Parental Engagement), 1</i>

<b>summer term parental meeting</b>	uptake, and improves parental partnership (EEF Parental Engagement Guidance, 2022). Collecting eligibility information early ensures all entitled families can access support, maximising the impact of funding.	<i>(Attendance &amp; Engagement)</i>
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**Total budgeted cost: £210, 935.00**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

## 1. Attendance & Engagement

**Data Context:** Last year, overall attendance for disadvantaged pupils was 92.69%, compared to 95.41% for non-disadvantaged pupils. Disadvantaged pupils represented 48.15% of persistent absentees, highlighting that nearly half of the most chronically absent pupils come from disadvantaged backgrounds.

**Rationale:** Regular attendance is strongly correlated with academic progress. The Education Endowment Foundation (EEF) identifies consistent attendance and pupil engagement as key drivers for reducing attainment gaps. Pupils who attend school less frequently fall behind not only academically but also socially and emotionally. Strategies such as early identification, home-school liaison, personalised support, and engagement incentives are evidence-based approaches to improving attendance.

**Implications:** This challenge requires whole-school strategies including strong pastoral systems, family liaison, nurture provision, and personalised interventions to support re-engagement.

## 2. Environment & Inclusion

**Data Context:** SEMH data shows that disadvantaged pupils accounted for 266 of 555 behaviour incidents and 27 of 34 pupils receiving SEMH interventions. Combined with lower attendance and lower attainment, this highlights vulnerabilities in both home and school environments.

**Rationale:** A positive and inclusive learning environment is essential for maximising achievement. Maslow's Hierarchy of Needs demonstrates that pupils must feel safe, secure, and supported before they can fully engage academically. The Regulating Behaviour Curriculum emphasizes self-regulation, emotional literacy, and social skills development as prerequisites for learning. The Great Teaching Toolkit identifies that strong classroom climate and supportive learning environments are consistently linked to higher pupil outcomes.

**Implications:** The school must continue to develop inclusive practices, nurture spaces, and classroom strategies that address the lived experiences of vulnerable pupils, fostering resilience, independence, and engagement.

## 3. Parental Engagement

**Data Context:** Disadvantaged pupils in the school face additional barriers to learning outside of school, contributing to lower literacy and numeracy outcomes (Reception GLD 57.89% PP vs 76.27% non-PP; Year 5 Reading EXS 49% PP vs 65% all pupils).

**Rationale:** Research consistently highlights parental engagement as a strong predictor of pupil attainment and wellbeing. The EEF Toolkit notes that effective parental engagement can add +3

months' progress, particularly for disadvantaged pupils. Strategies include proactive communication, workshops, home-learning support, and family liaison roles. Building trust with harder-to-reach families is essential to creating a collaborative partnership between home and school.

**Implications:** Employing a Family Liaison Officer, establishing regular two-way communication, and engaging families in curriculum-related activities and enrichment will strengthen outcomes for disadvantaged pupils.

#### 4. Aspiration & Pupil Leadership

**Data Context:** Outcomes for disadvantaged pupils indicate gaps in attainment (e.g., Year 5 Writing EXS 37% PP vs 52% all pupils), suggesting that some pupils may benefit from increased motivation, engagement, and self-belief.

**Rationale:** Developing high aspirations and offering leadership opportunities are important for raising expectations and self-confidence. The EEF emphasizes that pupil leadership and active participation in school life can positively impact engagement, motivation, and cultural capital. The Great Teaching Toolkit identifies the value of authentic pupil voice and pupil-led initiatives in promoting ownership of learning and school identity.

**Implications:** Continuing to provide high-profile leadership opportunities (Pupil Parliament, Mental Health Ambassadors, Worship Team, Prefects) and widening access to enrichment and cultural experiences will help disadvantaged pupils to develop confidence, resilience, and ambition.

#### 5. Literacy & Oracy Development

**Data Context:** Significant gaps persist in early reading and writing outcomes (Reception GLD: 57.89% PP vs 76.27% non-PP; KS1 Writing: 60% PP vs 76% all pupils; Year 5 Reading EXS: 49% PP vs 65% all pupils). Year 2 phonics re-check pass rates for PP pupils were 11.11%, highlighting urgent intervention needs.

**Rationale:** Literacy and oracy underpin learning across all subjects. The EEF highlights that oral language interventions, phonics, and targeted reading comprehension strategies can have high impact on progress, particularly for disadvantaged pupils. The Great Teaching Toolkit also notes that frequent modelling, guided practice, and vocabulary development support robust literacy gains.

**Implications:** Continued targeted interventions, small-group support, 1:1 reading, speech and language support, and early phonics interventions are crucial. Oracy should be embedded across the curriculum to strengthen communication skills and support writing development.

## 6. Social, Emotional & Mental Health (SEMH)

**Data Context:** PP pupils were disproportionately represented in SEMH interventions and behaviour incidents. Of 25 fixed-term exclusions, 15 involved disadvantaged pupils.

**Rationale:** SEMH challenges significantly affect engagement, learning, and behaviour. The EEF recommends evidence-informed SEMH interventions such as social skills groups, ELSA sessions, mentoring, and self-regulation strategies to improve outcomes for vulnerable pupils. The Great Teaching Toolkit emphasizes the importance of teacher-student relationships and pastoral support in managing behaviour and promoting learning.

**Implications:** Whole-school approaches to SEMH, embedding self-regulation strategies, ELSA, nurture provision, and pastoral support, are required to reduce behaviour incidents and support wellbeing, enabling disadvantaged pupils to access learning fully.

## 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***

## Context

For the 2024–2025 academic year, Bengeworth CE Academy has **one pupil eligible for the Service Pupil Premium (SPP)**. The funding is designed to support the pastoral needs of children with parents serving in the armed forces, helping to provide stability and ensure they feel well supported emotionally and socially.

## Amount Received

- **Service Pupil Premium (SPP): £340**

## Identified Needs for Service Pupil

Children from service families may face:

- Emotional strain during periods of parental deployment
- Changes to family routines
- Feelings of uncertainty or separation
- Social or emotional vulnerabilities linked to mobility within the armed forces community

These factors can impact wellbeing, confidence, and engagement with school life.

## How We Are Using the Funding

The SPP for our service pupil is being used to ensure she has **access to enriching activities and experiences that nurture wellbeing, belonging, and stability**. This includes:

1. **Funding for After-School Clubs**
  - Ensuring she can participate fully in extracurricular opportunities that promote friendship-building, confidence, and enjoyment.
  - Providing continuity of routine during periods of parental deployment or family change.
2. **Support with School Trips and Visits**
  - Removing financial barriers so she can engage in the same experiences as peers.
  - Supporting social inclusion and ensuring positive memories and shared experiences that strengthen relationships.
3. **Pastoral Oversight**
  - Ongoing check-ins with the pastoral team to ensure she feels supported and settled, especially during times of parental absence or transition.

## Monitoring and Evaluation

- Participation records for clubs and trips.
- Pastoral team observations and check-ins.
- Pupil voice to assess feelings of security, friendships, and engagement.
- Review during termly pupil progress and pastoral meetings.

### The impact of that spending on service pupil premium eligible pupils

- Increased sense of belonging and inclusion within school.
- Stronger social relationships and emotional resilience through participation in enrichment activities.
- Reduced financial barriers to experiences that support wellbeing and confidence.

- Positive engagement with school life, contributing to emotional stability during periods of family disruption.