



# **Benton Park School**

## **Pupil Premium Strategy**

### **Statement 2025-26 and**

### **Impact Statement 2024-25**

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This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

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	Benton Park School
Number of students in school	1523
Proportion (%) of Pupil Premium eligible students	15.19% - 237 students
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	3 years 2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Victoria Clarke
Pupil Premium lead	Emma Tyldsley
Governor / Trustee lead	Victoria Clarke

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£295,058
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£295,058</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Benton Park School, our aspiration is to raise overall outcomes for all students, and particularly for our disadvantaged students, enabling them to leave us at the end of Year 13 as resilient, ambitious, successful young people. Our provision for them, through our aspirational curriculum, is designed to inspire, motivate and challenge them to be the very best they can be.

High-quality teaching is at the heart of our approach, with a focus on providing the best possible provision for our disadvantaged students. Whilst this is proven to have the greatest impact on closing the disadvantage attainment gap, it will also benefit the non-disadvantaged students in our school.

Our strategy also includes significant focus on increasing the attendance and Attitude to Learning of our disadvantaged students, as, irrespective of the strategies put in place, if children are not present, or not fully engaging in those provisions, they are unlikely to achieve what they are capable of.

## Challenges

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

Challenge number	Detail of challenge
1	Extended periods of lockdown and remote learning have meant that some disadvantaged students are at greater risk of not achieving what they are capable of. Robust targeted support in every lesson through quality questioning, high levels of stretch and challenge, and accurate, honest feedback on their work, will enable them to close any learning gaps and accelerate their progress in line with their non-disadvantaged peers.
2	A number of disadvantaged students have a range of existing learning gaps, in addition to those exacerbated by extended periods of lockdown. Not all disadvantaged students receive the same levels of support beyond school in achieving their potential.
3	Following the periods of lockdown, disadvantaged attendance and engagement with learning was significantly lower than that of their non-disadvantaged peers. Improving their attendance and Attitude to Learning will enable them to increase their learning and progress.

## 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
To secure improved outcomes for disadvantaged students through subject specific targeted interventions to accelerate progress and plug gaps in learning	<ul style="list-style-type: none"><li>The gap between disadvantaged students and their non-disadvantaged peers diminishes</li><li>Disadvantaged students make strong progress towards their targets at the end of Key Stage 3 and Key Stage 4</li><li>Progress of zero or better for Year 11 disadvantaged students</li></ul>
To improve the attendance of disadvantaged students in all year groups	<ul style="list-style-type: none"><li>Improved average attendance of disadvantaged students</li><li>Disadvantaged attendance above national average for Pupil Premium Students</li><li>Reduction of the proportion of disadvantaged students with attendance below 90%</li></ul>
To improve student behaviour and positive student learning behaviours	<ul style="list-style-type: none"><li>Improved behaviour data for disadvantaged students</li><li>Greater use of rewards to incentivise disadvantaged students</li></ul>
To develop disadvantaged students' aspirations to achieve their potential and prepare for their next steps	<ul style="list-style-type: none"><li>Disadvantaged students are able to articulate their next steps and what they need to do to get there</li><li>No NEET disadvantaged students post Year 11 and Year 13</li></ul>

## Activity in this academic year

Below are 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: £ 140,086

Activity	Evidence that supports this approach	Challenge number addressed
<p>To deliver an aspirational curriculum which inspires, motivates and challenges all disadvantaged students, as well as closing gaps and addressing misconceptions</p>	<ul style="list-style-type: none"> <li>The EEF key principles identify that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</li> <li>EEF research and evidence has shown that 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' High quality Progression Maps and Models, including opportunities to develop, students' cultural capital in all subject areas ensure that the curriculum is challenging, engaging and leads to excellent outcomes for all students.</li> </ul>	1
<p>To embed the '5 habits' across all lessons to secure at least good progress for all disadvantaged students.</p>	<p>Effective delivery of the '5 habits' raises the profile of our disadvantaged students in every classroom, and ensures they are disproportionately questioned, monitored and in receipt of high-quality feedback.</p> <p>'The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.'</p> <p>(Sutton Trust, 2011).</p> <p>Targeted questioning improves participation in lessons, improves engagement and ultimately Attitude to Learning grades. High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015)</p>	1
<p>To improve KS3 progress by closing the gap in reading and literacy skills between disadvantaged students and their non-disadvantaged peers</p>	<ul style="list-style-type: none"> <li>The EEF Teaching and Learning Toolkit states that, 'on average, reading comprehension approaches deliver an additional six months' progress.'</li> <li>Dixons Kings Academy identified in their EEF case study that 'a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status.'</li> </ul>	1

## Targeted academic support

Budgeted cost: £71,890

Activity	Evidence that supports this approach	Challenge number addressed
To embed subject specific targeted interventions to accelerate progress and plug gaps in learning for disadvantaged students	<ul style="list-style-type: none"> <li>EEF research has found that 'Students eligible for the Pupil Premium are more likely to be low attaining than other children'. However, in the EEF Teaching and Learning Toolkit, based on extensive evidence, identifies small group and one-to-one tuition is a highly effective strategy in accelerating progress and closing learning gaps.</li> <li>EEF research has shown that targeted interventions, which are carefully pitched and provide adequate levels of challenge, support individual students to close any learning gaps and are associated with successful outcomes.</li> <li>'Meeting individual learning needs of disadvantaged students improves student progress.' (DfE, 2015)</li> </ul>	1 & 2
Reading interventions to be put in place for targeted disadvantaged students, focusing on developing reading, vocabulary and literacy skills	<ul style="list-style-type: none"> <li>The EEF Teaching and Learning Toolkit shows that effective reading strategies both in and beyond the classroom have a positive impact on students' ability to access the taught curriculum.</li> <li>Nationally, children's reading has been negatively impacted as a result of the pandemic and periods of lockdown, resulting in greater intervention required to close gaps in both reading and vocabulary development.</li> </ul>	1 & 2

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

Budgeted cost: £71,890

Activity	Evidence that supports this approach	Challenge number addressed
To increase the attendance of disadvantaged students and reduce the number of those whose attendance is below 90%	<ul style="list-style-type: none"> <li>“Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent, including English and mathematics, than pupils missing 15-20% of KS4 lessons.” (DfE, 2016)</li> </ul>	3
To decrease the disproportionate negative representation of disadvantaged students in Attitude to Learning measures	<ul style="list-style-type: none"> <li>The EEF Teaching and Learning Toolkit identifies behaviour interventions as producing improvements in academic performance, but the ‘Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.’</li> </ul>	3
To engage disadvantaged students in an exciting and aspirational enrichment curriculum, which broadens their knowledge and experience. Financial support may be provided where necessary for school trips, uniform, music lessons, revision resources and school equipment, considered on a case-by-case basis, dependent on the level of need.	<ul style="list-style-type: none"> <li>EEF research, identified through the case study at Limpsfield Grange School, shows that supporting students to access a range of off-site trips and experiences had a positive impact on the engagement and achievement of their disadvantaged students.</li> <li>The EEF reports the impact of sports participation on academic achievement as positive. Participating in sports and physical activity is also likely to have wider health and social benefits.</li> </ul>	2 & 3

**Total budgeted cost: £295,058**

# Part B: Review of outcomes in the previous academic year

## Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

- **Year 11 2025 GCSE outcomes:**
  - Attainment 8: 29.23 (up from 2023-24)
  - Progress 8: N/A (no KS2 data)
  - Basics 5: 16.7% (up from 2023-24)
  - Basics 4: 31% (up from 2023-24)
- **Current Year 11 (Current Data as at end of Year 10)**
  - Attainment 8: 26.50
  - Basics 5: 15.7%
  - Basics 4: 23.5%
- **Attendance:**
  - 2023-24 PP attendance: 81.1%
  - 2024-25 PP attendance: 87.7%
  - 2025-26 PP attendance (HT1): 89.6%

### Evaluation of impact 2024–25

The disadvantaged (Pupil Premium) cohort at Benton Park was a diverse group of 42 students with a number having co-occurring needs, including students in internal or external alternative provision and special educational needs and disabilities. Many had experienced adversity and disruption to learning during and after the pandemic. Our strategy for 2024–25 therefore combined high-quality first teaching, targeted academic intervention (with a particular emphasis on literacy and reading), and wider strategies to remove barriers to attendance, engagement and enrichment access.

### Additional needs (Year 11 disadvantaged cohort 2024–25)

Additional needs	No. of students
EHCP	3
SEN K	5
Alternative Provision	5

The cohort included learners with complex profiles across SEND and alternative provision; provision was coordinated through Inclusion, Pastoral and Curriculum teams, with bespoke pathways where needed.

### Estimated prior attainment band

- **KS2 tests were not sat** by this cohort; this removes the ability to calculate a valid Progress 8 figure. Any reference to starting points is based on internal baseline data and should be interpreted with appropriate caution.

### Outcomes

## **Headline attainment (GCSE, summer 2025)**

- **Attainment 8 (PP): 29.23**, an improvement on 2023–24.
- **Progress 8: N/A** (no validated KS2 prior attainment).
- **Basics 9–4 (English & maths): 31%**, up on 2023–24.
- **Basics 9–5 (English & maths): 16.7%**, up on 2023–24.

*Interpretation:* In the absence of P8, A8 and Basics offer the clearest indicators of improvement. Rising A8 and gains at both the standard and strong pass thresholds suggest the combination of curriculum, targeted intervention and attendance work supported better outcomes for disadvantaged students.

## **Attendance**

- **PP attendance improved from 81.1% (2023–24) to 87.7% (2024–25)**—a **+6.6 percentage-point** rise. Early 2025–26 monitoring (HT1) shows **89.6%** and rising. While still below non-PP attendance, this represents a meaningful shift and validates the investment in attendance casework, home visits, multi-agency referrals and pastoral check-ins. Persistent absence remains a priority.

## **Destinations**

Targeted CEIAG support, increased use of personalised pathways and close collaboration between Inclusive Learning and the Careers team supported progression planning for disadvantaged students. There was 0% NEET from the disadvantaged cohort, with 11 carrying on into Benton Park Sixth Form.

## **What worked well**

- **High-quality teaching & curriculum focus:** Systematic emphasis on the classroom “first wave” (high expectations, targeted questioning, precise feedback) supported progress despite starting-point variation.
- **Targeted intervention:** Subject-level intervention, especially where tightly aligned to taught curricula and assessment, helped close gaps and contributed to A8 and Basics gains.
- **Attendance strategy:** Casework, multi-agency referrals (e.g., CAMHS/Early Help), youth worker sessions, pastoral check-ins and home visits collectively reduced absence and moved several students out of severe absence.
- **Enrichment & barriers removal:** Financial support (trips, equipment, uniform, music tuition, revision materials) enabled broader participation and improved engagement.

## **Where we did not yet meet our ambition**

- Despite improvements, **PP attendance remains below non-PP**, with a stubborn tail of persistent absence. We will maintain laser-like focus on the hardest-to-reach cases and earlier escalation.
- **English and Maths outcomes** did not yet translate into the proportion of Basics passes we are targeting; securing both English and maths for more students is a continuing priority.
- **Variability between subjects** persists for some students; intervention impact was strongest where curriculum/assessment alignment was tightest.