

Pupil premium strategy statement 2025-26 – Bennerley Fields 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	106
Proportion (%) of pupil premium eligible pupils	70%
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	July 2026
Statement authorised by	Jenni Wright
Pupil premium lead	Gaby Marchini
Governor / Trustee lead	Angela Roe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£92,070

Part A: Pupil premium strategy plan

Statement of intent

Our aim for pupil premium funding is to achieve the best possible outcomes for disadvantaged pupils and ensure they are making progress in line with all pupils in school. The pupil premium fund is also used to address the wider challenges faced by our pupils as a result of their SEND and barriers this presents to them and their families. Through access to a broad and balanced curriculum, pupils will be supported to achieve their academic potential as well as supported to develop their social, emotional, and well-being needs. This will allow them to become resilient learners who are able to independently engage in high quality teaching. Pupils will have the relevant knowledge and skills to be prepared for life Beyond Bennerley through providing individualised support. Pupils will have access to targeted academic and therapeutic interventions where needed which are planned or led by expert staff.

We will utilise the pupil premium grant to:

- Ensure that high quality teaching is prioritised for all pupils.
- Implement targeted academic and therapeutic intervention programmes.
- Improve the therapeutic offer for our pupils across school, by providing Occupational Therapy and supporting the implementation of Speech and Language Therapy plans.
 - Sustain access to memorable experiences and cultural capital through a wide range of community activities.
 - Embed the Thrive approach across school providing support for social emotional and mental health.
 - Provide support to families to remove barriers to attendance and support families to manage social and emotional difficulties out of the school setting.

Challenges

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

Challenge number	Detail of challenge
1	Thrive profiles, PSHE data and behaviour data and discussion with teachers demonstrate that disadvantaged pupils have complex social, emotional and mental health needs which are multifaceted.
2	EHCPs, observations and professional dialogue with an occupational therapist shows that many of our disadvantaged pupils have sensory 3 difficulties/ needs which impacts on their ability to engage, readiness to learn. Waiting lists for NHS

	Occupational therapy provision demonstrate a lack of available and accessible OT for pupils.
3	Internal data shows disadvantaged children are showing greater progress in Maths than non-disadvantaged children but below expected progress in Reading and Writing. Evidence from the data along with observations and professional dialogue with teachers reveals that disadvantaged pupils have difficulty engaging in learning experiences.
4	Internal assessments, observations, discussion with parents and carers, professional dialogue with teachers and speech & language therapists demonstrates that disadvantaged pupil have complex communication, interaction and language needs often finding communication a barrier to being able to express themselves and access learning effectively. This also shows they often have less opportunities outside school to widen their communication opportunities.
5	Family support records and discussions with family support team consolidates the knowledge that the needs of the families of disadvantaged pupils with complex needs, social emotion and mental health difficulties is often challenging. The records show that parents require support to meet the needs of pupils in the home setting, strategies to support routines and behavioural challenges and maintain regular attendance at school.
6	Observations, dialogue with families and the family support team reveal that disadvantaged pupils have limited opportunities to develop cultural capital outside of school due to the challenges faced by families taking pupils into the community.

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 ensure pupil premium pupils make progress in line with their peers both academically, socially and emotionally.	<p>Class teachers identify gaps in learning and pupils who are on track for making less than expected progress quickly and ensure intervention is planned effectively.</p> <p>Targeted intervention will demonstrate accelerated progress.</p> <p>Teaching assistants trained to deliver intervention in English and Maths.</p> <p>Effective communication systems and strategies are in place and implemented.</p> <p>TEACCH strategies implemented where appropriate to pupil need.</p> <p>Occupational Therapist will support teachers to understand and meet pupils' sensory needs through embedding classroom practice for morning routines to aid regulation and ensure pupils are ready to learn, aiding with the writing effective sensory provision on pen portrait documentation.</p>

	<p>Focused family support will continue to ensure pupil attendance is in line or better than national average for special schools and increase families understanding of strategies to support behaviour, communication and social needs.</p>
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and development of writing strategies and programmes across school to ensure effective teaching of writing.	EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact	3, 4
CPD and development of strategies to further embed a love of reading across school to support with reading engagement.	EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	3, 4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 small group support for SaLT targets to support speech and language development through SaLT plans.	EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	3, 4
1:1 small group support for English and Maths	EEF-Providing targeted 1:1 or small group interventions to classroom	3

targets to support target learning.	teaching is a key component to effective planning for progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic music intervention to support communication and engagement of complex learners.	EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1
Occupational therapist intervention to support physical and sensory development through strategies to remove sensory barriers in the environment and support individual programmes.	EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1, 2
Access to trips to develop cultural capital and enrich experiences e.g. theatre, in school experiences.	EEF-Supporting pupils social, emotional, and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	5
Families to be provided with support to maintain and further improve school attendance reduce barriers which impact on attendance.	EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	5

Total budgeted cost: £ 92,070

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Activity	Evidence that supports this approach	Progress
CPD and development of writing strategies and programmes across school to ensure effective teaching of writing.	EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	Internal school data shows that 82% of disadvantaged children made expected progress in Writing compared to 91% of non-pupil premium children. This is slightly lower than the school aim of 90% of pupils meeting expected progress. Therefore, writing will continue to be an area of focus this year.
CPD and development of strategies to promote a love of reading across school to support with reading engagement.	EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	Internal school data shows that 85% of disadvantaged pupils have made expected progress, compared to 91% non-pupil premium pupils. Again, this is slightly lower than the school aim of 90% of pupils meeting expected progress. Therefore, reading will continue to be an area of focus this year.
1:1 small group support for SaLT targets to support speech and language development through SaLT plans.	EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	Observations and professional dialogue with teachers have revealed an increase in engagement and speech and language development from disadvantaged pupils that took part in the interventions, with 21 disadvantaged pupils receiving SaLT support.
1:1 small group support for English and Maths targets to support target learning.	EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	Despite internal data showing that non-pupil premium pupils have made greater progress than disadvantaged pupils, class based and targeted interventions have shown an impact in Reading, Maths and Writing from observations and professional dialogue with staff.
Access to trips to develop cultural capital and enrich	EEF-Supporting pupils social, emotional, and behavioural needs	Successful trips have taken place for all classes to a

<p>experiences e.g. theatre, in school experiences.</p>	<p>will prove to be an effective strategy to support pupil wellbeing.</p>	<p>variety of destinations. School have funded accessible buses or public transport where necessary to ensure all pupils are able to access enrichment opportunities. Pupils have used the money from their enterprise projects to visit destinations. Trip money has been supplemented by school, where necessary. Across the school, over 200 trips have taken place as part of preparing pupils for life beyond Bennerley and accessing the wider community.</p>
<p>Families are provided with support to maintain and further improve school attendance reduce barriers which impact on attendance.</p>	<p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	<p>Families have continued to be effectively supported with attendance reducing the barriers to pupils attending school. The attendance of disadvantaged children has increased from 88.64% to an average of 94.6% which a 6% increase compared to last year. In addition, the average attendance figure for disadvantaged pupils is now in line with the attendance of non-pupil premium students.</p>
<p>Therapeutic music intervention to support communication and engagement of complex learners.</p>	<p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	<p>Observations and professional dialogue with teachers have revealed an increase in engagement and communication from disadvantaged pupils that took part in the interventions, with 12 disadvantaged pupils taking part in the Music interventions.</p>
<p>Occupational therapist intervention to support physical and sensory development through strategies to remove the sensory barriers in the environment and support individual sensory programmes.</p>	<p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	<p>Every class has worked closely alongside the support of the OT to develop pupils motor skills through our 'Active Hands' programme which has supported physical sensory needs. In addition, 10 disadvantaged pupils have received specialised support which has also included liaison with parents.</p>

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
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A