

Pupil premium strategy statement - Bentley Wood High School

This statement details Bentley Wood High 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bentley Wood High School
Number of Secondary pupils in school (current on roll)	1183 (Year 7 – 11)
Number of pupil premium eligible pupils in school	355 (Year 7 – 11)
Proportion (%) of pupil premium eligible pupils	30% (Year 7 – 11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 – 2026/27
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ms N Akbar
Pupil premium lead	Mr K Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,980
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	£399,980

Part A: Pupil premium strategy plan Statement of intent

Pupil Premium statement of intent

At Bentley Wood High School, we are committed to ensuring that disadvantage is never a barrier to achievement, participation or future success. Our guiding principle, rooted in our CARE values, is that 'No child misses out'. All students are entitled to a broad, ambitious and inclusive curriculum that enables them to achieve highly, develop personally and be well prepared for further education, employment and adult life.

We maintain high expectations for all students, including those who are disadvantaged. Our approach begins with accurate identification of individual and cohort-level barriers, informed by assessment, attendance and pastoral information, alongside the views of students, families and staff. We recognise that disadvantaged students are not a homogeneous group and therefore avoid assumptions about need. Support is responsive to individual circumstances and reviewed regularly to ensure that it is making a demonstrable difference.

High-quality, inclusive teaching is at the heart of our strategy. We prioritise evidence-informed teaching, effective assessment, curriculum development and staff professional learning because consistently strong classroom practice provides the foundation for improving outcomes for disadvantaged students. This is complemented by targeted academic support where specific gaps in knowledge or skills are identified, and wider strategies designed to address barriers relating to attendance, wellbeing, belonging, participation and engagement.

Our 2026–2027 Pupil Premium Strategy is informed by evidence of effective practice and a detailed understanding of the needs of disadvantaged students at Bentley Wood High School. We identify need early, intervene promptly and monitor the implementation and impact of support. Where appropriate, we work closely with families, external professionals and other agencies to ensure that provision is coordinated and responsive.

Our approach follows the DfE's three-tier model:

1. High-quality teaching that is ambitious, inclusive and responsive to identified need.
2. Targeted academic support to address specific gaps in knowledge, skills and attainment.
3. Wider strategies to address non-academic barriers to success, including attendance, wellbeing, belonging, parental engagement, enrichment and access to resources.

Through this approach, we aim not simply to provide additional opportunities for disadvantaged students, but to demonstrate that our actions lead to improved educational outcomes, reduced barriers and equitable participation in all aspects of school life. Resources are allocated according to identified need, with implementation and impact evaluated regularly to determine whether approaches should be sustained, adapted or discontinued.

Key priorities for 2026–2027

- Secure strong progress and attainment for disadvantaged students through an ambitious curriculum, consistently high-quality teaching and evidence-informed adaptive practice, with particular attention to areas where assessment identifies gaps in attainment or progress.
- Identify and address barriers to learning early through robust diagnostic and ongoing assessment, ensuring that students receive timely, well-targeted academic intervention where gaps in knowledge, literacy, numeracy or other foundational skills are identified.
- Improve attendance, wellbeing, belonging and readiness to learn by identifying the underlying barriers affecting individual students and families and implementing appropriate, timely and evidence-informed support.

- Ensure equitable participation and opportunity so that disadvantaged students can engage fully in enrichment, leadership, careers and wider personal-development opportunities, including support to remove financial, practical or other barriers to participation.

Monitoring, evaluation and review

Bentley Wood High School's half-termly Monitoring, Evaluation and Review (MER) process provides a systematic framework for monitoring the implementation and impact of the Pupil Premium Strategy. Academic and pastoral leaders use quantitative and qualitative evidence to evaluate the progress, attainment, attendance, participation and experiences of disadvantaged students and to identify emerging barriers or areas requiring further action.

Monitoring focuses not only on whether an activity has taken place, but on whether it is being implemented effectively and whether it is improving outcomes for disadvantaged students. Where evidence indicates that an approach is not having the intended impact, leaders will adapt, strengthen or discontinue it and redirect resources where they are more likely to improve outcomes.

This continuous cycle of diagnosis, implementation, monitoring and evaluation supports leaders in making evidence-informed decisions and ensures that the strategy remains responsive to the changing needs of disadvantaged students throughout the year.

Challenges

Key challenges to achievement that Bentley Wood High School have identified among our disadvantaged pupils.

Challenge	Revised detail of challenge
1. Gaps in foundational knowledge and skills on entry	Problem: A proportion of disadvantaged students enter Bentley Wood with prior attainment below national expectations, creating gaps in the foundational knowledge and skills required to access the secondary curriculum successfully. Affected cohort: Disadvantaged students entering Year 7 with lower KS2 starting points, including those with additional SEND or literacy/numeracy needs. Evidence and baseline: KS2 outcomes, information from feeder schools and initial school assessments identify students entering below expected standards - 25% of disadvantaged Year 7 below expected standard in reading, writing and mathematics compared with peers. Likely underlying cause: Students may have experienced differing levels of prior attainment and educational opportunity, with individual diagnostic assessment required to establish the specific causes and gaps for each pupil. Educational consequence: Without timely support, gaps in foundational knowledge and skills may restrict access to the KS3 curriculum and contribute to differences in attainment and progress becoming established or widening by KS4.
2. Differences in attainment and progress, particularly at KS4	Problem: Despite strong outcomes for disadvantaged students overall, differences in attainment remain within Bentley Wood between some disadvantaged students and their non-disadvantaged peers, including at important GCSE thresholds. Affected cohort: Disadvantaged students in Years 9, 10 and 11 who are identified through assessment as not making expected progress, including disadvantaged students with SEND and those with subject-level gaps. Evidence and baseline: Internal assessment and GCSE outcomes identify differences requiring further improvement. The 2026 outcomes show an attainment 8 gap of 9.51 points (49.71 disadvantaged vs 59.22 non-disadvantaged), which is 0.95 of a grade (4.97 against 5.92). Gaps are also evident across key GCSE thresholds: 9–7: English and Maths 14.2pp, English 18.5pp, Maths 18.4pp; 9–5: English and Maths 25.0pp, English 18.2pp, Maths 27.1pp; 9–4: English and Maths 15.0pp, English 7.9pp, Maths 14.8pp. Disadvantaged outcomes remain above national disadvantaged figures across these measures. Likely underlying cause: Analysis indicates that some students require more support to secure and retain subject knowledge, address specific learning gaps and develop effective independent learning strategies. Further diagnostic analysis at pupil and subject level will be used to identify the causes of underachievement rather than assuming common barriers across the disadvantaged cohort. Educational consequence: If these gaps are not identified and addressed promptly, affected students may make less progress, achieve lower GCSE outcomes and have reduced access to their preferred post-16 pathways.
3. Attendance, well-being and belonging	Problem: Although attendance has historically been a strength at Bentley Wood, disadvantaged students experience lower attendance than their peers, while individual barriers relating to wellbeing, mental health and belonging can affect engage-

	ment with education. Affected cohort: Disadvantaged students whose attendance or punctuality falls below school expectations, particularly those who are persistently absent or whose attendance is declining, and students experiencing wellbeing or other barriers to regular participation. Evidence and baseline: In 2025/26, disadvantaged students had 90.9% attendance compared with 93.6% for non-disadvantaged students, a gap of 2.7 percentage points. Persistent absence was 30.8% for disadvantaged students compared with 19.3% for non-disadvantaged students, a gap of 11.5 percentage points. Lateness was 4.2% compared with 2.5%, a gap of 1.7 percentage points. These figures use the DfE method, which counts Year 11 only to May half term. Likely underlying cause: Causes vary between pupils and may include individual, family, social, emotional, mental-health or other circumstances. The school therefore needs to identify the underlying causes of absence at individual pupil level rather than treating disadvantage itself as the cause. Educational consequence: Reduced attendance and punctuality lead to lost curriculum time and can adversely affect continuity of learning, attainment, relationships, wellbeing and participation in wider school life.
4. Parental and family engagement	Problem: Although engagement with parents and carers is generally strong, some families of disadvantaged students can be harder to engage consistently with school communication, parents' evenings and discussions about their child's learning and wider needs. Affected cohort: Disadvantaged students whose parents or carers have lower levels of engagement with school communication or key events, particularly where this may limit effective partnership between home and school. Evidence and baseline: Bentley Wood has historically recorded strong parents' evening attendance, but school records identify a smaller group of families requiring additional support or different approaches to sustain engagement .[Add baseline: disadvantaged parents' evening attendance compared with whole-school attendance, response rates and/or number of families requiring repeated contact.] Year 11 January 2026 80% of PP families attended compared to 87% whole cohort. Year 10 October 2025 78% of PP families attended compared to 86% whole cohort. Year 9 December 2025 81% of PP families attended compared to 86% whole cohort. Year 8 March 2026 72% of PP families attended compared to 82% whole cohort. Year 7 April 2026 85% of PP families attended compared to 91% whole cohort. Likely underlying cause: Barriers may differ between families and could include practical or communication difficulties and individual family circumstances. These should be identified through engagement with families rather than assumed from pupil premium eligibility. Educational consequence: Where effective communication between home and school is harder to establish, opportunities for early identification of concerns, coordinated intervention and shared support for attendance, learning and wellbeing may be reduced.
5. Equitable access to technology and learning resources	Problem: Some disadvantaged students may not have consistent access at home to an appropriate device or other digital resources required to participate fully in learning and independent study. Affected cohort: Disadvantaged students identified as lacking reliable access to a suitable device or the digital resources necessary to complete schoolwork outside

	school. Evidence and baseline: currently the following number / proportion of disadvantaged students in Year 7-11 access the scheme, which gives the access to technology and learning resources at home: Year 7 – 11 students out of 26 PP Year 8 – 41 students out of 64 PP Year 9 – 50 students out of 75 PP Year 10 – 32 students out of 61 PP Year 11 - 46 students out of 68 PP All disadvantaged students now have access to a personal IT device in school every day. Likely underlying cause: Financial pressures and differing household circumstances can limit some families’ ability to provide suitable technology consistently. Device need should therefore be established individually rather than assumed from pupil premium eligibility. Educational consequence: Limited access to appropriate technology can restrict students’ ability to complete digital homework, access curriculum resources and undertake independent learning, potentially contributing to differences in engagement and educational outcomes.
--	---

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.

Challenge	Intended outcome	Success criteria
1. Gaps in foundational knowledge and skills on entry	Disadvantaged students entering Bentley Wood with gaps in foundational knowledge and skills make accelerated progress from their individual starting points, particularly in reading, literacy and numeracy, enabling them to access the full KS3 curriculum successfully.	• Baseline and diagnostic assessment identifies disadvantaged students requiring additional literacy, reading and/or numeracy support on entry. • Internal assessments demonstrate measurable improvement from individual starting points and a diminishing difference in reading, literacy and numeracy outcomes between disadvantaged students and their peers. • Half-termly MER demonstrates that disadvantaged students increasingly know and remember more and successfully access the planned curriculum. • Learning visits, book scrutiny and student voice demonstrate that disadvantaged students are developing the knowledge and skills intended by

		the curriculum. • Students receiving targeted intervention demonstrate progress against their identified starting points, with interventions reviewed and adapted where impact is not sufficient.
2. Differences in attainment and progress, particularly at KS4	Disadvantaged students make strong progress and achieve excellent KS4 outcomes, with gaps between disadvantaged and non-disadvantaged students reducing over time and students successfully progressing to ambitious post-16 destinations.	• Progress 8 for disadvantaged students is at least +1.0. • Attainment 8 for disadvantaged students reaches 59.8 or above. • At least 82% of disadvantaged students achieve grades 4+ in both English and mathematics. • At least 67% achieve grades 5+ in both English and mathematics. • Maintain a broad and ambitious academic curriculum, with strong participation and attainment across English, mathematics, science, humanities and languages, while ensuring appropriate breadth and choice for all pupils. • Internal assessment identifies underachievement promptly and targeted tuition/intervention demonstrates measurable improvement against the specific knowledge or skill gaps for which pupils were selected. • MER, student voice and book scrutiny provide supporting evidence that disadvantaged students know and remember more and experience an ambitious, well-sequenced curriculum.
3. Attendance, wellbeing and belonging	Disadvantaged students attend regularly and punctually, experience a strong sense of belonging and participate fully in Bentley Wood life, enabling them to benefit consistently from the curriculum and wider opportunities.	• Attendance of disadvantaged students reaches 96% or is in line with their peers. • Overall persistent absence remains below 10%, with the disadvantaged figure no more than 2 percentage points higher than their peers. • Students whose attendance declines are identified promptly, with individual barriers and intervention recorded and reviewed for impact. • All disadvantaged students participate in at least one trip and/or enrichment opportunity during the academic year. • Participation in enrichment by disadvantaged students increases year on year, with any participation gap reducing. • Disadvantaged students are appropriately represented in student leadership opportunities and the school's rewards systems.

		• Student voice and wellbeing evidence indicate that disadvantaged students feel supported and able to participate fully in school life.
4. Parental and family engagement	Parents and carers of disadvantaged students are effectively engaged as partners in their child's education, enabling early identification of concerns and coordinated support for learning, attendance and wellbeing.	• Attendance of parents/carers of disadvantaged students at parents' evenings reaches at least 96% and is in line with their peers. • Families requiring additional engagement are identified and receive appropriately tailored communication and support. • School-parent engagement records demonstrate regular and purposeful contact with families identified as harder to reach. • The proportion of families repeatedly not engaging with key school communication or events reduces from the baseline. • Where concerns relating to learning, attendance or wellbeing are identified, records demonstrate effective communication with families and appropriate follow-up action.
5. Equitable access to technology and learning resources	All disadvantaged students have equitable access to the technology and digital resources required to participate fully in classroom learning and independent study, with financial circumstances not creating a barrier to accessing the curriculum.	• 100% of disadvantaged students have access to an appropriate personal IT device in school. • Students without reliable access to appropriate technology at home are identified and offered support through the school's device provision. • At least 50% of disadvantaged students participate in the home device scheme, while ensuring that all students with an identified need are offered an appropriate solution. • Monitoring of homework and digital learning demonstrates that lack of access to technology is not a significant barrier to participation or completion for disadvantaged students. • Student and family feedback is used alongside curriculum evidence to evaluate whether the scheme is removing barriers to learning. • The effectiveness and financial sustainability of the scheme are reviewed annually.

Menu of approaches

Bentley Wood has structured its pupil premium strategy plan around the menu of approaches set out by the DfE to ensure its actions are robustly evidence-based and tailored to the needs of disadvantaged students. The school's approach is multi-layered, combining high-quality teaching, targeted academic support, and wider strategies, all underpinned by ongoing monitoring and evaluation. These strategies will be reference in the document under evidence that supports this approach.

High-quality teaching

- high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils
- professional development including training provided by a DfE-validated, systematic synthetic phonics programme and mastery-based approaches to teaching or feedback
- mentoring and coaching for teachers
- supporting the recruitment and retention of teaching staff, for example, providing cover time for professional development such as National Professional Qualifications (NPQs)
- technology to support high-quality teaching – for example, software to support diagnostic assessment

Targeted academic support

- one-to-one and small group tuition
- peer tutoring
- targeted interventions to support language development, literacy and numeracy
- targeted interventions and resources to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND)
- teaching assistant deployment and interventions – for example, by supporting high-quality provision within the classroom or delivering structured interventions
- extended school time, including summer schools

Wider strategies

- supporting pupils' social, emotional and behavioural needs
- supporting attendance
- enrichment such as extracurricular and co-curricular activities, including sport and physical activities, outdoor and nature activities, arts participation and developing wider life skills
- breakfast clubs and meal provision
- communicating with and supporting parents

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address identified challenges. Section 1. Quality First Teaching

Budgeted cost - £116,359

Will focus on further improving our enrichment provision, house system and DofE. Further improving engagement of disadvantaged students in enrichment.	Notes Some of these honorariums cross over into targeted intervention and wider strategies/ Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback One to one and small group tuition Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	
Continued investment in teaching staff at all stages of their careers to ensure the highest standards of quality first teaching are maintained and further development • ECT programme; to include training on disadvantaged students	Supporting the recruitment and retention of teaching staff, for example, providing cover time to	1 - 2

• National Professional Qualifications (NPQ's) • Whole school training software aimed at supporting teaching such as Microsoft Teams • Embedding three-part homeworks. Ongoing monitoring of home learning and intervention via 'Microsoft Teams' where appropriate to support successful completion for disadvantaged students	undertake professional development such as National Professional Qualifications (NPQs)	
Subject knowledge CPD Subject reviews OFSTED published its subject reviews and its aim is 'that the reviews will support and inform those leading the thinking on subject education in our schools. Professionals from the education sector will also be able to see the research that is informing our conception of a high-quality education in a variety of subjects'. These subject reviews are informing the work carried out by departments which informs ongoing curriculum development with a focus on disadvantaged students	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback	1 - 2
IT strategy – supporting disadvantaged students with IT device Bentley Wood High School is in the process of transitioning to every student having their own laptop device to support with their learning. To support disadvantaged families to access this provision we are ensuring that any student whose family cannot sign up can use a device at school and therefore not be disadvantaged. Families whose daughter is categorised as pupil premium, will receive a reduced contribution rate so that they can take the device home at the end of the day.	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment	1 -2 and 5
Transition – bridging work To ensure that students continue to learn over the summer holidays between specific years, they are required to complete bridging work in each subject. Bridging work is set for the following transition points: • Year 10 to 11 • Year 11 to 12 On returning to school in September this transition work is assessed by teaching staff and recorded on Arbor. This is then followed up with by the HOY/HOD where necessary to ensure students are making a good start to the year.	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment	2

Section 2. Targeted academic support

Budgeted cost - £217,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific subject interventions and support for disadvantaged students' years 7-11 Additional funding for specific departmental and/or pastoral initiatives/intervention. HOD / HOY submit a 'Disadvantaged Student' bid outlining the: initiative/intervention; students; cost; short term impact and medium-term impact. Each request is reviewed by the collaborative committee before approval.	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1-5
Transition – reading books for new Yr 6 All new students transitioning from their primary school to Bentley Wood were sent a reading book and a learning journal book to complete during the summer holidays. This initiative is aimed at assessing the literacy levels of students coming into the school, as well as ensuring that students are continuing with their reading over the summer break	Targeted interventions to support language development, literacy and numeracy	1-2
Improve the literacy, numeracy, and reading ages of disadvantaged students from their starting points. To provide bespoke tuition for individual students. • Fresh start phonics programme • Year 7 and 8 disadvantaged students receive support through the Educake program each Monday, Tuesday, and Thursday. • Year 7 and 8 numeracy support • Specialist English tutor employed to work with students to support with their literacy (at Key Stage 3) and their English Language and Literature GCSEs (at Key Stage 4). • Early stage EAL students supported through small group literacy and TA support. • Embed reading across the curriculum to raise ambition • Thursday, P8 Mathematics for Year 11 students.	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions Targeted interventions to support language development, literacy and numeracy One to one and small group tuition	2

Library assistant to support extended opening hours in the week and weekend		
Small group tuition Students in Years 7 to 11 targeted for support via 1 to 8 small group tuitions aimed at supporting disadvantaged students and helping them catch-up on missed learning and close the attainment gap. Students have been identified in collaboration with HODs. Tuition delivered by teaching staff. In x15 1hr session blocks. Students supported with resources to help boost their chances of exam success.	One to one and small group tuition	2

Section 3. Wider strategies

Budgeted cost - £65,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting students emotional and social needs, including regulating behaviour strategies Pastoral Support Plans for disadvantaged students. Strategies include: • Counselling. • Mentoring • Lunchtime walks • Meeting with mental health Ambassadors • Meeting with HOY/Deputy HOY • Safer schools' officer • Breakfast club Bentley Wood High School has also been involved with Public Health Questionnaires for Harrow.	Supporting pupils' social, emotional and behavioural needs Breakfast clubs and meal provision	3 - 4
Maintain and further improve excellent attendance. No disadvantaged students will be persistently absent (less than 90%) School Attendance officer	Supporting attendance	

To monitor and track attendance across the school, supporting families to improve attendance and punctuality. Building links with the vulnerable hard to reach families to establish. Deputy HOYs to target and intervene with students who have poor punctuality. • Fortnightly attendance meeting with pastoral leadership teams, attendance data analysed, interventions evaluated. • Individual attendance action plans for vulnerable students. • Attendance and punctuality panels. • Attendance and punctuality weekly SLG agenda item • Attendance and punctuality letters. • Attendance officer and pastoral teams contact students whenever there is an unexplained absence. • Budget for attendance rewards.		
Glasses for classes Early intervention for students who require glasses or an updated prescription. Teachers who notice a student struggling to see the board or complete their work will contact medical. Medical will then call or arrange a meeting with parents to discuss the issue and how they can arrange an opticians appointment.	EEF Glasses for classes trial	2 & 4
Ensure that finance is not a barrier for participation in school activities. All disadvantaged students receive subsidised music sessions. School trip and resources grants Supporting students to develop an in-depth interest in a subject or activity. Supporting disadvantaged students with finance to enable them to purchase resources (i.e., food teach, arts resources, books etc.) Participation in trips and activities contributes to a student's participation and self-esteem. Supporting disadvantaged students with finance to enable them to take part in trips and activities. School financial support is usually 50% of the trip cost, however this is assessed on an individual basis and on the total cost of the trip if it exceeds £100. Specific British Sign Language club for x15 students	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	5
Parental engagement Schools and parents have a shared interest in doing the best for their children. Using the recommendations from the EEF report on improving parental engagement, leadership training took place to improve understanding and increase communication. To arrive at the EEF recommendations, the best available international research was reviewed and consultation with teachers and other experts took place.	Communicating with and supporting parents	4

Total pupil premium budgeted cost - £399,980

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 2025 to 2026 academic year.

GCSE outcomes

Disadvantaged pupils at Bentley Wood continued to achieve strong outcomes in 2026. The school's data shows a Pupil Premium Attainment 8 score of 49.7 and an average Attainment 8 grade of 4.97.

The school's data also indicates that:

- 68.3% of Pupil Premium pupils achieved grade 4 or above in both English and mathematics.
- 42.9% achieved grade 5 or above in both English and mathematics.
- 87.3% entered the English Baccalaureate (EBacc), demonstrating continued access to an ambitious and academically challenging curriculum.
- Pupil Premium pupils achieved an EBacc average point score of 4.71.

At the time of analysis, national 2026 data was not yet available. Using 2025 national outcomes as an indicative benchmark, Bentley Wood's 2026 Pupil Premium cohort remained substantially ahead of disadvantaged pupils nationally across the principal measures considered. For example, the school's Pupil Premium Attainment 8 score of 49.7 compares with the 2025 national disadvantaged figure of 34.9. These figures use the Pupil Premium flag, the same definition used in the school's statistical overview; on the FSM Ever 6 flag the Attainment 8 score is 48.9.

Bentley Wood intends to further develop the attainment of disadvantaged pupils so that their outcomes increasingly match or exceed those achieved by non-disadvantaged pupils nationally, particularly at the higher thresholds in English and mathematics.

An ambitious curriculum

Access to an ambitious curriculum remains an important strength. In 2026, 87.3% of Pupil Premium pupils entered the EBacc. This is substantially above the 2025 national figures for both disadvantaged pupils (29.0%) and non-disadvantaged pupils (45.0%). Pupil Premium pupils achieved an EBacc average point score of 4.71, which is also above the 2025 national figure of 4.50 for non-disadvantaged pupils.

Bentley Wood intends to maintain these very high expectations for curriculum participation while further strengthening the outcomes disadvantaged pupils achieve within this ambitious curriculum. The school will also continue to consider how disadvantaged pupils can be supported to access the full range of appropriate curriculum pathways, including separate sciences.

Attendance and punctuality

Attendance remains an important priority within the school's strategy for disadvantaged pupils.

During 2025/26, attendance across Years 7 to 11 was:

- 92.7% for all pupils
- 90.9% for Pupil Premium pupils

- 93.6% for non-Pupil Premium pupils

The Pupil Premium attendance gap was therefore 2.7 percentage points. These attendance figures use the DfE method, which counts Year 11 only to May half term.

The data identifies opportunities for early intervention. For example, the attendance gap for Pupil Premium pupils in Year 7 was only 0.2 percentage points in the autumn term but increased during the year. Year 10 Pupil Premium attendance was 88.5%, identifying this cohort as another important focus for targeted support.

Persistent absence also remains an area for further development. 30.8% of Pupil Premium pupils in Years 7 to 11 were persistently absent, compared with 19.3% of pupils who were not Pupil Premium. Across Years 7 to 11 as a whole persistent absence was 23.0%, against 23.4% nationally for state-funded secondary schools in 2024/25. Bentley Wood therefore intends to further strengthen its preventative and targeted approaches to attendance, identifying emerging barriers early and working closely with pupils and families before patterns of absence become established.

Punctuality will form part of this approach. Pupil Premium pupils recorded late marks in 4.2% of sessions, compared with 2.5% for non-Pupil Premium pupils. The school therefore intends to further develop its early identification and support for disadvantaged pupils where patterns of absence or lateness begin to emerge.

Suspensions and exclusions

Bentley Wood continues to maintain very low overall levels of suspension and permanent exclusion. During 2025/26, the whole-school external suspension rate was 2.20 per 100 pupils, substantially below the supplied latest national secondary benchmark of 21.24 per 100 pupils. The Pupil Premium suspension rate was 6.31 per 100 pupils, also substantially below the supplied national contextual rate for pupils eligible for free school meals.

The school's permanent exclusion rate was 0.07 per 100 pupils, compared with the supplied national figure of 0.23. This provides positive evidence of the school's inclusive approach to behaviour and its commitment to supporting pupils to remain successfully engaged in education. There is, however, an opportunity to strengthen this work further. Pupil Premium pupils were 396 of the 1,242 pupils in Years 7 to 11, about 32%, but received 25 of the 33 suspensions, 76%, and 76 of the 107 internal exclusions in those year groups, 71%. Bentley Wood intends to further develop its inclusive and preventative approaches to behaviour so that the already low rates of suspension and exclusion are accompanied by a reduction in the disproportionate representation of disadvantaged pupils. The school will continue to strengthen personalised and early support, recognising the relationship between attendance, punctuality, engagement and behaviour.

Overall conclusion

Outcomes during 2025/26 demonstrate significant strengths in Bentley Wood's provision for disadvantaged pupils. Pupil Premium pupils continued to achieve considerably stronger Key Stage 4 outcomes than the latest available national outcomes for disadvantaged pupils, while maintaining very high participation in the EBacc and therefore access to an ambitious academic curriculum

Bentley Wood intends to build upon these strengths by further improving disadvantaged pupils' attainment at Key Stage 4, with the ambition that their outcomes increasingly match or exceed those of non-disadvantaged pupils nationally. The school will also further strengthen early and targeted approaches to attendance and punctuality and continue to develop its inclusive approach to behaviour, particularly by reducing the disproportionate representation of disadvantaged pupils within suspensions and internal exclusions.

Externally provided programmes

Names of any non-DfE programmes purchased in the previous academic year.

Programme	Provider
Online tutoring service	MyTutor