

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for 2025-2026 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	Ingleton Primary School
Number of pupils in school	192 (incl. 26 pt.)
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jen Middleton, Headteacher
Pupil premium lead	Jen Middleton
Governor / Trustee lead	Michelle Hartnell, Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,935
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,935

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities . These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved reading attainment among disadvantaged pupils.	Increased proportion of pupils meeting phonics expectations in Year 1 and reading fluency benchmarks. Reading outcomes in 2025/2026 show that all disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Reduced gap between disadvantaged and non-disadvantaged pupils in end-of-year assessments. Maths outcomes in 2025/2026 show that all disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Reduced gap between disadvantaged and non-disadvantaged pupils in end-of-year assessments. Writing outcomes in 2025/2026 show that all disadvantaged pupils met the expected standard.
Enhanced social, emotional development and access to enrichment Improved wellbeing, confidence, and resilience	Improved pupil wellbeing indicators, attendance, and engagement in enrichment. Positive pupil voice feedback; increased participation in SMSC and well-being initiatives; reduced behavioural incidents.

Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments from NFER and Little Wandle.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and/or targeted, adapted teaching.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Implement a whole-school oracy strategy – Voice 21.</p> <p>This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Updating resources of Little Wandle - DfE validated Systematic Synthetic Phonics programme and partnership with The English Hub to secure stronger phonics teaching for all pupils. Coaching for phonics teaching.</p> <p>Daily targeted intervention ‘keep up’ and ‘catch up’ sessions for disadvantaged pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

NCETM Teaching for Mastery training – R/Y1 and Y6).	Improving Mathematics in Key Stages 2 and 3	
Enhancement of our writing curriculum by embedding Pathways to Write and providing additional support for disadvantaged pupils to access texts and develop writing.	This new writing curriculum aligns with the new Writing framework and EEF evidence of the simple view of writing. The Writing Framework EEF The Simple View of Writing	3
Development of our KS2 reading curriculum and enhancement of our guided reading provision. With the introduction of regular, structured reading interventions for disadvantaged pupils.	Extensive research shows that reading interventions to develop comprehension are low cost, high impact, with as much as 7 months progress. EEF Reading Comprehension	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of staff trained in ELSA (Emotional Literacy Support) to lead 1:1 and small group sessions.	Creating a space that gives children the opportunity to talk has a positive effect on individuals. An evaluation of the emotional literacy support assistant (ELSA) project from the perspectives of primary school children	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2

	<p>when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Targeted intervention following pupil progress meetings focused on disadvantaged pupils. These interventions will be targeted to specific needs following diagnostic assessments.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further whole staff training on developing a relationship approach to positive behaviour and anti-bullying with the aim of developing our school ethos and improving relationships across school. To include Emotion Coaching and PACE approach, as well as a whole school behaviour coach.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Establish a Forest School programme to promote wellbeing, teamwork, and self-esteem. Train staff alongside a Forest School Leader.</p>	<p>Research shows that outdoor learning can enhance children’s well-being which in turn can have a positive impact on their learning.</p> <p>Forest Research</p>	1,4
<p>A member of staff trained in ELSA (Emotional Literacy Support) to lead 1:1 and small group sessions.</p>	<p>Creating a space that gives children the opportunity to talk has a positive effect on individuals.</p> <p>An evaluation of the emotional literacy support assistant (ELSA) project from the perspectives of primary school children</p>	4



Offering enrichment opportunities for individuals; sporting, cultural, musical & residential visits.	Involvement in wider extra-curricular activities and school visits has a positive effect on individuals.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £28,000

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 pupils in the 2024/2025 academic year.

There were 16 pupils in receipt of Pupil Premium last year. End of year diagnostic tests show the following academic achievements:

	At Age-related expectations in Reading	At Age-related expectations in Writing	At Age-related expectations in Maths
Year 2 (5 pupils)	3	3	3
Year 3 (1 pupil)	0	0	0
Year 4 (3 pupils)	3	1	3
Year 5 (3 pupils)	2	1	2
Year 6 (2 pupils)	2	1	1

Our disadvantaged pupils had an average attendance of 93.3% in 2024-25. One of these pupils has a flexi-schooling agreement and an attendance of 50%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be more acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, counselling and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
ELSA (Emotional Literacy Support Assistant)	https://www.elsanetwork.org/
Mastering Number	NCETM

Further information (optional)

Additional activity

We recognise that the main challenge for our disadvantaged pupils is supporting their emotional well-being and ensuring they feel valued, confident, and included in all aspects of school life. Not only does this prioritise their wellbeing but it allows them to access learning more effectively and therefore has a positive impact on the academic progress. Pupil Premium funding will therefore be used to prioritise wellbeing through a range of targeted interventions and enrichment opportunities. As previously stated, this includes access to ELSA support and opportunities to participate fully in extra-curricular activities and Forest School sessions. We also intend to ensure that all disadvantaged pupils have access to our school trips. These experiences aim to build confidence, resilience, and a sense of belonging, enabling pupils to engage positively with learning and make good academic and personal progress.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.