

Pupil premium strategy statement – Ingham Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	88
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Keeli Hutchinson (Headteacher)
Pupil premium lead	Keeli Hutchinson (Headteacher)
Governor / Trustee lead	Andy Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,057
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£25,057

Part A: Pupil premium strategy plan

Statement of intent

'At the heart of the community, with community at its heart' describes Ingham school perfectly. At Ingham school we aim to ensure all pupils, irrespective of any challenges they may face, make good progress and achieve well across all subject areas. In addition to ensuring that all pupils receive high quality teaching, this includes ensuring that all pupils have access to the broader aspects of school life, which disadvantaged pupils could miss out on.

The aim of our pupil premium strategy is to support disadvantaged pupils to make good progress, achieve well academically and have the same opportunities as other pupils. Research has found that good progress and attainment of disadvantaged pupils is high-quality teaching. By ensuring all pupils receive consistently high-quality teaching, we benefit both the disadvantaged and the non-disadvantaged pupils in our school.

We will:

- ensure all disadvantaged pupils are appropriately supported and challenged act early at the point need is identified*
- ensure all staff have high expectations of all disadvantaged pupils and do not limit their expectations of what they can achieve.*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes*
- ensure all disadvantaged pupils are given a broad range of opportunities and experiences to support their current and future learning.*

Challenges

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

Challenge number	Detail of challenge
1	Pupils' attainment in writing Assessments and observations show that disadvantaged pupils generally are not achieving as well as non-disadvantaged pupils. This is the case for both the expected standard and the higher standard.
2	Pupils' effective use of grammar and stamina for writing across a range of genres Assessments, observations and discussions with pupils show that fewer disadvantaged pupils are reaching the expected standard and higher standard in grammar, punctuation and spelling than non-disadvantaged pupils.

	Monitoring also shows that extended writing across a range of genres is more challenging for disadvantaged pupils.
3	Greater depth attainment in reading, writing and maths There are few disadvantaged children who attain greater depth within reading, writing and maths.
4	Opportunities and aspirations Cultural capital and opportunities/aspirations for disadvantaged pupils outside school are often very different to the opportunities and experiences shared by their peers. They often do not have the same opportunities i.e. attending theatre/cinema, music/dance lessons, visiting museums and other educational settings.
5	Data shows a strong correlation between SEN and disadvantaged pupils On entry data is lower than non-disadvantaged pupils, with slower progress in basic skills as children progress through school. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

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 outcomes in writing attainment at both the expected level and the higher standard.	The number of pupils reaching the required standard and higher standard in writing is in line with national data.
High quality extended writing in English and across the curriculum.	Exercise books show clear evidence of extended writing across the curriculum. KS1 and KS2 writing outcomes show that writing data is at least in line with national data.
More pupils working at a higher level in reading, writing and maths	KS1 and KS2 reading, writing and maths outcomes show that data for pupils at greater depth is at least in line with national data.
Memorable experiences are carefully planned to support, engage and develop pupils' knowledge and understanding of the world.	Pupils will have taken part in and be able to discuss a range of educational visitors and visits they have experienced and how these have helped them to develop their learning.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, books scrutiny and ongoing formative assessment

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: £6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted classroom support to ensure that all pupils are supported in their learning and appropriate evidence informed interventions are in place</i>	Support is provided where the greatest needs are, with disadvantaged pupils a focus for support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
<i>Further development of the English curriculum with a focus on reading to support high quality writing outcomes- staff CPD and work with consultant Jeannie Bulman</i>	Support from Jeannie Bulman, LEAD– evidence-based approach to school improvement strategies and approaches	1, 2, 3
<i>Read Write Inc consultancy and resources for teachers to secure strong phonics teaching for all pupils (Portal, consultancy)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word-reading, particularly for disadvantaged pupils.	1, 2, 3,
<i>Teaching and Learning. HT will actively work with teachers to identify any areas of CPD.</i>	EEF Guide to the Pupil Premium – Autumn 2021. Updated in 2024. This document highlights the importance for pupils of ensuring there is an effective teacher at front of every class. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-	1, 2, 3

<p><i>Every teacher will be supported to ensure they are constantly improving and is the key ingredient of a successful school</i></p>	<p>premium/guide to the pupil premium - 2024.pdf?v=1727884053</p>	
--	---	--

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional books to support wider reading and broader subject knowledge for disadvantaged pupils.</i></p>	<p><i>Effective phonics and reading intervention support pupils who are at risk of falling behind.</i></p>	<p>1, 2, 3, 5</p>
<p><i>1:1 support for pupils who struggle to access the curriculum and learning.</i> <i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through Read Write inc.</i></p>	<p><i>Evidence shows that there is a clear link between childhood social and emotional skills with improved outcomes at school and in later life</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>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: One to one tuition-EEF educationendowmentfoundation.org.uk</i> <i>And also in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</i></p>	<p>1, 2, 3, 5</p>
<p><i>Up to date IT resources enable pupils to use the appropriate apps.</i></p>	<p><i>EEF Teaching and Learning documentation</i></p>	<p>2, 3, 5</p>

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

Budgeted cost: £3257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for disadvantaged pupils to access wider opportunities including school visits etc.</i>	Based on our own experience, we have seen the personal impact of supporting disadvantaged pupils to access the wider opportunities of school and help prepare them for the future	1, 2, 4
<i>Contingency fund for acute issues</i>	Based on our experiences, 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: £25,057

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal and external assessments during the 2024-2025 academic year show that the attainment of disadvantaged pupils is in line with non-disadvantaged pupils. The end of KS2 results show that overall, in reading, writing and maths our PP children made good progress.

The increased focus resulted in 100% of children reaching the expected standard in Reading, 80% achieved the expected standard in Writing, 80% achieved the expected standard in Maths and 80% achieved the expected standard in GaPS at KS2.

Y1 Phonics Screening check results also showed the same with 85% of the cohort achieving the pass mark.

The quality of provision provided by our Teaching Assistants is excellent and planned intervention programmes have been delivered including ELSA.

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
Read Write Inc Phonics	Pearson
Times Tables Rock Stars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Oxford Owl	Oxford University Press
Third Space Learning	Virtual Class LTD