

Ingleton C of E Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for 2025 to 2026 academic year 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 | Ingleton C of E Primary School |
| Number of pupils in school | 46 (2024-2025) 43 (2025-2026) |
| Proportion (%) of pupil premium eligible pupils | 2024-2025 (4.7%) 2025-2026 (13.3%) 2026-2027 2027-2028 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 2026-2027 2027-2028 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | March 2026 |
| Statement authorised by | Mrs. K. Whitaker |
| Pupil premium lead | Mrs. K. Whitaker |
| Governor / Trustee lead | Mr. W. Deakin |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £2960 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil Premium Strategy Plan

Statement of intent

At Ingleton C of E Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We aim to:

- provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- narrow the gap between the educational achievement of these pupils and their peers.
- address underlying inequalities, as far as possible, between pupils.
- ensure that the PPG reaches the pupils who need it most.
- make a significant impact on the education and lives of these pupils.
- work in partnership with the parents of pupils to collectively ensure pupils' success.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP))
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessment data shows that Pupil Premium / disadvantaged pupils are not always meeting expected standards in Reading, Writing and Maths. Many are not regularly read with at home, which affects their reading development and a high proportion are also SEND, which can further impact progress. Staff need to provide additional in-school opportunities to support reading and build pupils' skills and confidence. |
| 2 | Two thirds of our disadvantaged pupils have Special Educational Needs and require a higher level of differentiation, adult support including both internal and professional external support. |

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| 3 | At least half of our disadvantaged pupils have experienced challenges related to their family circumstances, such as financial difficulties, parental mental health issues, or parental employment pressures. These circumstances can make it harder for pupils to concentrate, complete homework and feel emotionally secure. Such factors affect not only their learning and progress but also their mental health and overall wellbeing. |
| 4 | Access to extended learning opportunities - Not all families can afford to fund school visits, wraparound provision / clubs, residential visits, music tuition etc. |

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 |
|---|---|
| 1) Improved attainment in reading writing and maths for pupils in receipt of the PP Grant. Provide increased opportunities in school to support and enthuse a love of reading. Increase engagement with parents to support home reading. | <ul style="list-style-type: none"> PP children make at least good progress from their starting points in reading, writing and maths at the beginning of the year (5-6 points of progress). PP children (without significant SEND) meet the expected standard in reading, GPS and writing for their year group expectations. Disadvantaged children have access to high quality texts; are heard read regularly; have had opportunities to develop their comprehension skills and vocabulary development and have acquired a love of reading for pleasure. Children to reach individual targets over the academic year (in line with our reading rewards scheme). Reading (Teacher Assessment) / Accelerated Reader & Testbase data evidence that the gaps are closing. |
| 2) Disadvantaged pupils with SEND will have full access to targeted interventions and regularly updated SEN Support Plans, ensuring their individual learning needs are met and their progress is maximised. | <ul style="list-style-type: none"> All disadvantaged pupils with SEND have up-to-date SEN Support Plans that follow the assess, plan, do, review cycle. Plans target specific needs across the four broad areas of SEND, supported by high-quality teaching, targeted interventions and external support. Pupils have access to high-quality teaching, targeted interventions, and external support tailored to their needs. Interventions and support are regularly reviewed for impact, with adjustments made as needed. Pupils make measurable progress, show increased engagement and confidence and barriers to learning are addressed promptly. |
| 3) Curriculum enrichment opportunities and extended school activities are offered to all disadvantaged pupils. Disadvantaged pupils access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first-hand experiences. | <ul style="list-style-type: none"> Disadvantaged children to have access to all learning opportunities including both academic and non-academic. Disadvantaged pupils are supported with homework and reading resulting in increased progress. |

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| 4) Disadvantaged pupils will be fully supported in both their emotional wellbeing and learning, enabling them to build resilience, engage positively in school and make improved academic progress despite challenging family circumstances. | <ul style="list-style-type: none"> • Pupils feel fully supported and know who to go to for help. • Improved attendance and engagement in lessons. • Reduced emotional or behavioural incidents. • Pupils show increased confidence and resilience. • Improved attitudes to learning. • Measurable progress in academic attainment. • |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1149.85

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Reading - Comprehension Strategies | <p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> • Implement explicit reading comprehension strategies in the classroom to enhance pupils' understanding of texts. This approach has been shown to improve reading outcomes, particularly for disadvantaged pupils (Education Endowment Foundation, EEF). Ninja Comprehension / Literacy Shed & Accelerated Reader • Create a structured reading curriculum that incorporates diverse texts, allowing pupils to engage with a variety of genres and themes. This can help to develop their comprehension skills and foster a love for reading (EEF, Reading Comprehension Strategies). The Write Stuff / Literacy Shed <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> • Provide small group interventions focused on reading fluency and comprehension for disadvantaged pupils. Research indicates that targeted support can lead to significant improvements in reading skills (EEF, Reading Comprehension Strategies). Ninja Comprehension / Stile Questions / Testbase • Organise regular reading sessions with teaching assistants or volunteers to provide one-on-one support for pupils who may struggle with reading. This personalised attention can help build confidence and improve reading skills (Lincolnshire Research School, Developing a Reading Culture). <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> • Foster a reading culture within the school by creating a dedicated reading corner or library space that is inviting and accessible to all pupils. This can encourage pupils to explore books and develop a love for reading (Lincolnshire Research School, Developing a Reading Culture). • Engage families by hosting reading workshops that provide parents with strategies to support their children's reading at home. This can help to create a supportive reading environment outside of school (EEF, Reading Comprehension Strategies). • Collaborate with local libraries / Durham Learning Resources to promote reading initiatives and provide access to a wider range of books for pupils. This partnership can help to enhance pupils' reading experiences and encourage them to explore new genres (Lincolnshire Research School, Developing a Reading Culture). | 1 & 2 |

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| Writing | <p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Professional Development in Effective Writing Instruction: Invest in training for teachers focused on evidence-based writing strategies, such as explicit teaching of writing techniques and text structures. ESP / KW To attend training via the English Hub linked to the New DFE Writing Framework. Create a multi-year plan linked to SDP. Implementation of a Structured Writing Curriculum (The Write Stuff): Develop or enhance a sequenced, knowledge-based writing curriculum that includes frequent, high-quality opportunities for writing across different subjects. <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Guided Writing Sessions: Implement guided writing sessions where small groups of pupils receive focused instruction tailored to their specific writing needs. This allows for targeted feedback and support (source: Improving writing with a focus on guided writing). | 1 & 2 |
| Maths | <p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Professional Development in Mastery-Based Approaches (White Rose Maths) - Invest in specialised training for staff on mastery methods in Maths, which have been shown to improve understanding and retention in pupils. Evidence from the Education Endowment Foundation suggests that mastery learning can increase progress by approximately five months over a school year. Mentoring and Coaching for Teachers - LS to observe staff alongside HT & CSP. Mentor and coach - teaching skills and directly impact pupil learning by enhancing the quality of Maths instruction delivered. <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Targeted interventions and resources will be used to address identified numeracy gaps, including tailored support for disadvantaged pupils with SEND through tools such as Dynamo Maths, Testbase, NFER assessments, Times Table Rockstars, and NumBots. The HLTA /ETA will be deployed to support learning by working in class to enhance high-quality maths teaching and by delivering structured targeted interventions where needed under the guidance of the class teacher / SENDCO. | 1 & 2 |
| SEND in Mainstream Schools | <p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Implement inclusive teaching strategies that cater to diverse learning needs, such as differentiated instruction and flexible grouping. This approach ensures that all pupils, including those with SEND, receive high-quality teaching tailored to their individual requirements. https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom Utilise the Education Endowment Foundation's (EEF) 'Five-a-day' principle, which includes strategies like explicit instruction, scaffolding, and formative assessment to support SEND learners effectively. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send Foster a positive and inclusive classroom environment by encouraging pupil participation in planning, monitoring, and evaluating their own learning. This promotes self-regulation and independence among SEND pupils. https://www.highspeedtraining.co.uk/hub/supporting-pupils-with-sen-in-the-classroom/ Professional Development in Differentiation and Inclusive Practices Invest in training programs for teaching staff, focusing on differentiation techniques and inclusive educational practices. Training to be delivered through local providers e.g. Durham County Council Local Offer. This aims at enhancing teacher capability to meet diverse learning needs effectively. | 1 & 2 |

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

Budgeted cost: £1087.22

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|---|-------------------------------|
| SEND in Mainstream Schools | <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Provide targeted interventions that are evidence-based and closely monitored, ensuring that they supplement high-quality teaching rather than replace it. This could include small group work or one-on-one support tailored to specific learning goals. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Specialised SEND Resources -Purchase specific learning resources and tools that aid SEND pupils in overcoming learning barriers, e.g. Dynamo Maths programme tailored for dyscalculia. Strategically deploy Teaching Assistants (TAs) to support pupils with SEND, ensuring they are well-prepared and integrated into the classroom to enhance learning without isolating pupils from their peers. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send Regularly assess and adjust interventions based on pupil progress, ensuring that support remains relevant and effective in addressing individual needs. <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> Build strong relationships with pupils and their families to understand their unique needs and challenges better. <p>Incorporate social and emotional learning (SEL) programmes that help all pupils, especially those with SEND, develop self-regulation strategies and improve their emotional well-being. Zones of Regulation / PSHE – Jigsaw Programme / Thrive.</p> | 1 & 2 |

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

Budgeted cost: £722.93

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Curriculum enrichment opportunities and extended school activities. | <p>EEF – Extending School Time The research focuses on three main approaches to extending teaching and learning time in schools:</p> <ul style="list-style-type: none"> extending the length of the school year; extending the length of the school day; and providing additional time for targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school. <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as</p> | 3 |

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| | <p>increased attendance at school, improved behaviour, and better relationships with peers. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>EEF – Outdoor Adventure Learning</p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | |
| Wellbeing | <p>Develop staff expertise in supporting disadvantaged pupils by training a Lead Thrive Practitioner in school and having a Mental Health First Aider, ensuring all staff are confident in meeting pupils' emotional and social needs.</p> <p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> • Lead staff (RC) to be trained in Thrive approaches and mental health awareness can adapt teaching strategies to meet the emotional and social needs of disadvantaged pupils, improving engagement and learning outcomes. <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> • The Lead Thrive Practitioner (RC) and Mental Health First Aider (LM) can provide small-group or one-to-one interventions for pupils struggling with emotional or social barriers, supporting their readiness to learn and progress academically. <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> • By building staff confidence in addressing pupils' wellbeing, pupils receive consistent emotional support across the school, improving resilience, behaviour, attendance and overall wellbeing. | 3 & 4 |

Total budgeted cost: £2960

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 to 2025 academic year.

In the 2024–2025 academic year our school only had two pupils eligible for Pupil Premium funding. The Department for Education states that schools whose Pupil Premium grant allocation is based on five pupils or fewer are not required to publish a Pupil Premium Strategy Statement. Therefore, a strategy statement was not produced for this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------------------------|-----------------------|
| Accelerated Reader | Renaissance Place |
| Jigsaw PSHE | Jan Lever Group |
| White Rose Mathematics | 3P Learning |
| Times Table Rockstars / NumBots | Maths Circle |
| Dynamo Maths | JellyJames Publishing |
| Thrive | The Thrive Approach |

