

Pupil premium strategy statement – Ivegill CE Primary 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	Ivegill CE Primary School
Proportion (%) of pupil premium eligible pupils	19% (25/26)
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 2025-2026 2026-2027
Date this statement was published	17.11.25
Date on which it will be reviewed	30.11.2026
Statement authorised by	Matthew Trickett
Pupil premium lead	Matthew Trickett
Governor / Trustee lead	Tiffany Lew

Funding overview

Detail	Amount (from April 2025)
Pupil premium funding allocation this academic year	£17,780.00
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>	£17,780.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Grant is used for the following reasons:

1. Identification of the barriers to learning that children are facing
2. Identification of the learning priorities for our children by teachers and leaders
3. Supporting all children's mental health and wellbeing by ensuring that they can access specific cultural experiences that they would not otherwise.
4. Ensure Attendance is prioritised for PPG children.

Curriculum Overview

Our inclusive curriculum design ensures high quality teaching and learning of all subjects through connected and creative study that takes full advantage of local opportunity. There is an emphasis on the basic skills of English and maths in building children's cultural capital. Holistic child development is accomplished by protecting art, design and technology, music, computing, P.E., foreign language, history and geography, all of which enliven children's lives through the promotion of spiritual, moral, social and cultural understanding.

Endurance

Endurance is learning to keep going when something becomes hard. It's about not giving up on yourself or those around you. It's about believing in yourself, your gifts and talents. It's not being frightened to dream and to hang onto that dream. It's about helping each other as that's how we want to be treated.

Trust

Trust lies at the heart of all healthy relationships. By being reliable, responsible and honest with ourselves and others we learn to trust. It's when you keep your promises and have the courage to speak out. In this way we learn how to look after each other.

Community

We try hard to make our school inclusive. It is a safe space, a place where you're trusted, feel supported and are believed in. Each person has a role to play within our school community. We learn to say sorry, forgive each other and make a fresh start. It's where you can give your ideas and thoughts to make it a better place.

Accountability

Schools are held accountable for how this funding is spent. School performance tables will capture the achievement of disadvantaged children. School inspections will examine whether this funding is spent appropriately. Contact us if you would like to know more about how we use pupil premium in school.

Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. We will: Explore, prepare, deliver, review, sustain successes

Tiered Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.



Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for PP are also SEND
2	Raising standards in all core subjects and closing the gap for all PP pupils at expected+ across the curriculum.
3	Need to address wellbeing and mental health to enable engagement with learning.
4	Children entering at an early age have limited exposure to other children and poor language skills
5	Enriching cultural capital opportunities to pupils and enriching the curriculum (visits, visitors, activities-the wider curriculum offer)

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
Targeted groups to have sustained improvements in all areas of learning	That the limited budget is able to sustain focussed improvements in learning for core pupils
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show disadvantaged pupils met the expected standard.
Wellbeing and mental health is prioritised in school which enables children to engage with their learning.	Teachers used the JIGSAW PSHE programme to support children and to help identify those needing further support. These children became part of a nurture group and had regular targeted sessions. All children and families spoke highly about the positive support this gave them and the successful outcomes achieved
Improved language skills in Early Years.	Assessments and observations indicate significantly improved oral language among pupils in Early Years.
Enrich wider opportunities of school life.	<ul style="list-style-type: none"> • PP pupils increase in after school clubs • PP pupils accessing music tuition • Subsidised visits and enriching curriculum with varied visitors aiding engagement, motivation and learning • Parent voice reflecting improved attitudes to learning and engagement in activities • Music experiences/opportunities

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of in school resources that can be accessed at home to support wider learning.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2

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

Budgeted cost: £ 8400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ EEF Phonics review +5 months; Ofsted Reading Review July 2021	1, 2, 4
Additional ELSA-release (TA) focusing on MHWB across whole school. 'Drawing and Talking' training to support SEL pupils across whole school.	EEF- 5+ months progress (July 2018) and Self-Regulation (+7 months) and has an identifiable and significant impact on attitudes to learning, social relationships and attainment	1,2,3

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

Budgeted cost: £6380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide nurture group to be held for KS1 & KS2 to develop positive approach to learning and to increase self-confidence and self-esteem.	Education Endowment Foundation Teaching & Learning Toolkit (Social and emotional learning. Metacognition, Collaborative Learning, Outdoor adventurous learning)	1, 3
Promote cultural capital experiences through visits, visitors and activities.	Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum	3, 4, 5
Music tuition offered for all KS2 disadvantaged pupils.	Impact of participation in the Arts on academic learning appears to be positive. Some activities have been linked to improvements in specific outcomes eg music and spatial awareness between drama and writing Wider benefits include SEL (EEF +5 months)	5

Total budgeted cost: £ 14,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (24-25), using our own internal summative and formative assessments.

Statutory Assessment Data

EYFS	Year 1 Phonics Screening Check	Year 2 Phonics Screening Resit	Year 2 SATs	Year 4 MTC	Year 6 SATS
1 PP achieved GLD. 4 didn't (including 2 EHCP children)	<i>No PP children in year 1.</i>	<i>No PP children.</i>	PP child met maths expected standard but WT in writing and reading.	PP child— 19/25	<i>No PP children in Year 6</i>

Reading		Summer Assessment 2024-2025				
		No Data	<85	86-89	90-110	>111
	R (5 pupils)	1 EHCP pupil couldn't access assessment	2 pupils EHCP and SEND child		1	1
	1 (0 Pupils)					
	2 (1 pupil)			1	1	
	3 (2 pupils)	1 (absent during assessment weeks)			1	
	4 (3 pupils)	1 (LAC joined too late for assessments)			2	
	5 (2 pupils)				2	

Maths		Summer Assessment 2024-2025				
		No Data	<85	86-89	90-110	>111
	R (5 pupils)	1 EHCP pupil couldn't access assessment	2 pupils EHCP and SEND child	1	1	
	1 (0 Pupils)					
	2 (1 pupil)				1	
	3 (2 pupils)	1 (absent during assessment weeks)			1	
	4 (3 pupils)	1 (LAC joined too late for assessments)			2	
	5 (2 pupils)				2	

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