

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ightenhill Primary School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	55.5%
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	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Sean Crosier
Pupil premium lead	Mrs Kathryn Dunderdale
Governor lead	Mrs Mechelle Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Total budget for this academic year	£276,230 (financial year 2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

At Ightenhill Primary School we strive for all children irrespective of background or challenges they face, to make good progress and experience success so that they can: 'Be the best that they can be'

At Ightenhill Primary School we are committed to raising levels of attainment and progress for pupils eligible for Pupil Premium, ensuring that this group of children, where required, are as equally prioritised and supported to enable them to reach their very best potentials.

We aim to create an overall package of support which should override the vulnerabilities that this group of children can have including issues around attendance, behaviour, engagement, family circumstances and parental support. Complex family situations can prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach. We ensure that support is given to all disadvantaged pupils in school, including those who are already high attainers.

We will direct resources and act early with interventions to accelerate progress and close any attainment gaps between them and their peers. We will use robust assessment systems to track pupils who are underachieving and ensure they have access to quality teaching and learning experiences that incorporate the acquisition of language and the development of English and Maths skills appropriate to their age.

We will use data to carefully track the impacted of targeted spending and attainment and progress..

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To use targeted intervention in each year group to provide small group work focussed on overcoming gaps in learning
- 1-1 support for identified pupils for specific needs
- All our work, funded by the pupil premium, will be aimed at accelerating progress, moving children towards least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations and beyond
- Targeted learning support to tackle barriers to learning including pupils with social and emotional needs, medical needs and other specific additional need
- Use of funding to support payment for activities including: educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. Providing free school uniform to all children in receipt of Free School Meals
- Funding the key provision of an effective pastoral team including; an Inclusion Manager / Safeguarding Lead to support vulnerable children and their families, a full-time Family Engagement and Attendance Lead to address attendance directly and support families getting their children into school, a team of Learning Mentors to work directly with targeted pupils.

Context of the school

CONTEXT OF THE SCHOOL

Ightenhill Primary School is a larger than average Primary School with approximately 348 pupils on roll.

The school population is predominantly White British pupils. The percentage of EAL children from different backgrounds has risen recent years.

The school has a higher than average inward and outward mobility which presents challenges with children's attainment and progress and addressing gaps in knowledge.

93% of the school's population have an Overall Multi-Deprivation Index of D-E*, placing them in the most deprived households.

Challenges

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

Challenge number	Detail of challenge
1	Adverse Childhood Experiences Observations and our experiences with our children and their families indicate that many of our children are living in a household where adults have poor mental health, the children are exposed to crime and unemployment. There is an increasing prevalence of domestic abuse in our school community. These adverse childhood experiences mean that our children need more support in school to be able to thrive.
2	Attendance Our attendance data indicates that % attendance among disadvantaged pupils is lower than those who are non-disadvantaged pupils, with persistent absence being considerably higher. Absenteeism is negatively impacting pupils' progress
3	Speech and Language Development Assessments and observations of children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are seen across school, but particularly in the early years. This impacts on their learning and social skills in all other areas of school life.
4	Lack of aspiration within families Our observations and discussions with our families identify that many of our parents have not had a positive experience of schooling themselves, which in turns impacts the ambition and aspirations of our children, and overall their ability to access the curriculum becoming resilient and ambitious learners
5	Deprivation The Index of Multiple Deprivation (IMD) indicates that 93% of our children live in households with a multi-deprivation index of D-E*. The impact of both deprivation and poverty means that our children arrive at school not prepared for the school day and able to thrive academically, this can be due to hunger, lack of sleep and fuel poverty due to their living environments
6	Parental literacy and numeracy skills On the IMD our socio-economic indicator reveals lack a of educational attainment and skills in the local population. Poor numeracy and literacy skills results in parents not being able to support their child's learning at home.
7	Cultural Capital Discussions with our children and their families have identified a lack of enrichment opportunities for the children. This lack of wider experience, due to deprivation in the local area, particularly challenges our disadvantaged children impacting their engagement in the curriculum and attainment.
8	Mobility The school experiences a higher than average level of inward mobility. This is a challenge to the school as the majority of the children are new to the country and have little or no English. This acts as a barrier when forming and building relationships with our new arrivals and their families. It also has a negative impact on the school's internal data,

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
To achieve and sustain improved personal, social and emotional wellbeing for all children in our school, particularly our disadvantaged children.	Pastoral and inclusion support facilitates early intervention for vulnerable pupils to improve home and family circumstances.
Family engagement and attendance lead to work with the school community in order to achieve and sustain improved attendance for all children, particularly our disadvantaged children	Attendance of our PPG children to be in-line with the attendance of non-PPG children. To close the gap between school and national attendance figures in relational to overall attendance and persistent absence rates.
Through the use of targeted speech and language programmes we are to achieve improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged children. Disadvantaged children in reception will show increasing attainment in the area of Communication and Language over the next 3 years.
Through increased engagement and regular communication, more parents access school events and training opportunities leading to the development of closer relationships with school and increased shared aspirations for pupils.	Parents support school events. Family engagement manager identifies and supports families to engage them in the learning process. Providing support to mitigate the effects of child poverty and maximise the chances of families reaching their full potential.
Support is provided to pupils to help them be prepared for the school day.	A free uniform package for all children entitled to PPG. Free toast available to all children, combating hunger.
Parents develop skills and confidence to support their children at home	Parents attend workshops, parents' evening, curriculum afternoons and engaging with school is a positive experience for all.
Children will participate in a range of activities supplementary to the curriculum, including extra-curricular clubs.	Wider learning opportunities promoted and accessed. Uptake of extra-curricular clubs increased, particularly for pupils entitled to PPG. Children will find new interests and passions increasing their cultural capital and raising aspiration.
Mobility does not impact stability of established classes. Increased ability to access learning including pupils with EAL	An effective assessment baseline measures children's attainment and progress can be assessed. EAL children have access to software to support their acquisition of the English Language.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching for all pupils achieved through targeted CPD, informed by monitoring.</i>	EEF – Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils	3 4 6 7
<i>Deployment of non-class-based teaching senior teaching staff to support pupil outcomes across the school</i> <i>SENDCO</i> <i>Deputy Head – KS2</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	3 4 6 7
<i>Increased nominated TA3 in each year group</i>	EEF+ Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	3 4 6 7
<i>Skilled TAs to continue to deliver high quality interventions to meet individual needs and plug gaps</i>	EEF (+4) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver	3 4 6 7

<i>Purchase of standardised diagnostic assessments.</i>	EEF research insight evidences that diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. They can give useful insight into pupil learning – although, interpreting the information they produce requires some level of teacher judgements. When used effectively, they can indicate areas for development for individuals, across classes and year groups.	
A non-class based SENCO to address the increasing number of SEND children across the school.	It has been identified there is a prevalence of SEND in children identified as eligible for the PPG. Children with SEND will be targeted early with input using evidence-based research methods. Early intervention is recommended for children with SEND.	3 4 6 7
Teaching structures and school organisation maintains single age classes in Ks2.	EEF research suggests that as the size of a class or teaching group gets smaller, the range of approaches that a teacher can employ the amount of attention a child receives increases. Positive relationships are fostered in smaller teaching groups, with more opportunities for live feedback and intervention.	3 4 6 7

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	EEF (+4) Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	3
Intervention	EEF (+4) Targeted intervention (and Same Day Intervention) involves providing different tasks for each learner/ small groups with the correct support to address gaps at their level. It is based on the learners have different needs, and therefore an approach that is personally tailored— particularly in terms of the activities that pupils undertake will be more effective.	3 4 6 7

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead	Safeguarding is the most important driver in our school. Having a DSL who manages safeguarding issues within families requiring: pastoral/Early Help/Child Protection support, including emotional welfare and difficulties ensures the children from these families are in school and engaged ready to learn.	all
Attendance	Interventions are most likely to be effective when deployed alongside wider barriers to learning, such as attendance and behaviour. Children need to be in school to learn.	2
Pastoral Support Workers x5	<i>Emotional and behavioural issues are barriers to learning for some PPG children which hinder their abilities to focus in lesson time and therefore are barriers to learning. Children through nurture provision will be more emotionally secure and able to move forward with academic attainment. Boxhall profile evidence would illustrate this.</i>	1 5
Bursary fund	<i>We have identified a need to help support enrichment opportunities for children to help widen their experiences. This will be done through setting aside a small amount of money for needs not yet identified.</i>	

