

Pupil premium strategy statement 2025-26



Inkpen Primary School

This statement details our school's use of pupil premium (and recovery 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	41
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	31 st December 2025
Date on which it will be next reviewed	30 th December 2026
Statement authorised by	Frances Buck (Headteacher) Tom Layton (PP Governor) Susan Sim (Chair of Governors)
Pupil premium lead	Frances Buck (Headteacher)
Governor / Trustee lead	Tom Layton (PP Governor) Susan Sim (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880.00
Recovery premium funding allocation this academic year	£1,310.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£10,190

Part A: Pupil premium strategy plan

Statement of intent

At Inkpen, our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. We recognise the strengths of each individual and encourage all children to achieve their full potential. We make every effort to ensure that all of our pupils feel happy, safe and valued at Inkpen.

The focus of our Pupil Premium Strategy therefore, is to support disadvantaged children to achieve that goal, including those who are already high attainers of meeting age related expectations. We consider the needs of each individual disadvantaged child, both academically and socially, so targeted support and wider opportunities can be offered to enhance their life experiences. Our aim is for every pupil to make good progress and to leave Inkpen Primary School with self-confidence, self-belief and the tools they need in order to achieve later in life.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require most support, including evidence-based interventions. This is proven to have the greatest impact on closing the attainment gap and at the same time, will also benefit non-disadvantaged children in our school. Early intervention enables us to identify the needs of each child at the beginning of their school life.

Our approach will be responsive to individual needs and circumstances and will be based on ongoing assessment rather than assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Reception Baseline assessments indicate that our disadvantaged pupils have lower starting points across some areas of learning, in particular their reading, writing and mathematics.
2	Our EYFS data shows that disadvantaged pupils are not on track to achieve expected standards in the phonics screening check at the end of Year 1
3	Data shows that PP children do not always maintain good levels of progress in reading, writing and maths by the end of each academic year
4	Current attendance data shows that attendance for our disadvantaged pupils is under 90%
5	Disadvantaged children may have lower starting points with their multiplication and times table knowledge.

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
<p>Disadvantaged children will achieve the Reading and Writing ELGs at the end of EYFS</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Additional support will be offered to disadvantaged children in the form of daily and weekly interventions using our phonics program “Monster Phonics”</p>
<p>Disadvantaged children will achieve the Number and Numerical patterns ELGs at the end of EYFS</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally <p>Additional support will be offered to disadvantaged children in the form of regular interventions along with tailored provision and support within continuous provision</p>
<p>Disadvantaged pupils will achieve the Early Learning Goals for all of the Prime areas</p>	<p>Additional support will be in place to allow children to make expected progress within these areas of learning</p> <p>Children will achieve the following three ELGs:</p> <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development

<p>Pupils will meet the expected outcome for the Phonic Screening check in June</p>	<p>Children will demonstrate a good understanding of taught GPCs</p> <p>Children will be able to blend confidently and accurately to read a range of real and nonsense words</p> <p>Additional phonic support will be in place to allow children to make expected progress throughout Reception and Year 1</p> <p>Regular phonic assessments will show expected progress towards phonic screening check</p>
<p>Disadvantaged pupils will make appropriate progress by the end of each academic year in Reading, Writing and Maths</p>	<p>Tracking will show that children make progress from their starting points at the beginning of the year</p> <p>Teacher assessment will identify areas to target and progress will be evident from this</p> <p>Interventions will be in place to support children in targeted areas throughout the academic year and will be adapted according to termly assessments</p> <p>Foundational knowledge will be taught effectively to ensure that children do not develop “gaps” in their learning</p> <p>Where gaps have already occurred, additional support will be offered in class and within regular interventions</p>
<p>Children demonstrate higher levels of confidence and resilience towards their learning in reading, writing and maths</p>	<p>Children will play an active role in their learning and will be able to reflect on the progress they have made</p> <p>Children will engage in target setting and will know what they need to do next in order to make progress</p> <p>Targeted support will be offered inside and outside of lesson time as part of regular day to day practice</p> <p>Targets will be communicated effectively with parents so that they can continue to support this learning at home</p>
<p>Attendance for our disadvantaged children will be in line with their non-disadvantaged peers</p>	<p>Attendance will be >90% for all of our disadvantaged learners</p>
<p>Disadvantaged children will achieve >20 in their MTC at the end of Year 4</p>	<p>MTC monitoring will indicate that disadvantaged children are on track to achieve >20 in the MTC check</p> <p>Disadvantaged children will make appropriate progress with their multiplication knowledge</p> <p>Disadvantaged children will develop a secure understanding of all times tables up to 12 x 12</p>

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: £ 2,600.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA membership and resources	According to the EEF, <i>“Existing evidence suggests that Social and Emotional Learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow Social and Emotional Learning interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.”</i>	1-4
INSET days and staff meetings with a focus on improving pedagogy and subject leadership	According to the EEF, <i>“Evidence indicates that quality first teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.”</i>	1 - 3 5
TA training on supporting maths and writing in the classroom (including support from the MathsHub)	<i>The EEF states “Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role”</i>	1, 3 and 5
Support visits from the School Improvement Team with a focus on the School Development Plan	The EEF states that <i>“Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.”</i>	1-3 5

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

Budgeted cost: £ 5,296.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco will support teachers in meeting the needs of children with specific learning	The EEF guidance report on SEN in mainstream schools includes 5 evidence based recommendations to support pupils with SEND https://d2tic4wvo1iusb.cloudfront.net/eef-	1, 2, 3 and 5

difficulties and will support the deployment of teaching assistants (1.5 hours a week)	guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1672835783	
Additional 1:1 phonics sessions based on Monster phonics (2 hours and 30 minutes a week)	The EEF state that <i>“Intensive individual support can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.”</i>	1, 2
Daily reading for disadvantaged pupils (5 hours a week)	The EEF states that <i>“Reading comprehension strategies are high impact with an average of + 6 months progress. Alongside phonics (see above) it is a crucial component of early reading instruction.”</i>	1 - 3
Times table rock stars intervention (30 minutes a week)	According to “Maths Circle”, <i>TTRS boosts maths confidence and increases fluency and recall in multiplication and division, delivering better maths outcomes.</i>	3 and 5
STAN (Structured approach to Numeracy) 1 hour and 20 minutes a week)	West Berkshire Council state that this intervention “supports pupils struggling with early maths skills”.	3 and 5

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

Budgeted cost: £ 2,088.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions (4 hours a week)	According to the EEF, <i>“Existing evidence suggests that Social and Emotional Learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow Social and Emotional Learning interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.”</i>	1-4
Access to extra-curricular enrichment opportunities	Although there has been limited research in this area and the impact of these activities is unclear (according to the EEF), we feel that it is essential that our disadvantaged children have	4

	access to the same wide range of opportunities as our other children.	
Monthly attendance meetings with the Headteacher and Pupil Premium governor and regular communication with parents	The EEF states that “ <i>Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i> ”	4
Senior Mental Health Lead to develop a whole school approach to Mental Health	According to the EEF, <i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</i> This finding, however, has very low security, so we will monitor the efficacy of SEL approaches in our setting.	4

Total budgeted cost: £ 10,190.00

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

- **Disadvantaged children will achieve the Comprehension ELG at the end of EYFS**

Disadvantaged pupils met the ELG for comprehension at the end of EYFS as a result of additional 1:1 reading support and our high-quality teaching and resources within lessons. This challenge will be faced again this academic year and we will continue to deliver the same high-quality teaching and interventions.

- **Disadvantaged pupils will achieve the Early Learning Goals for all of the Prime areas**

Our disadvantaged pupils met the ELG for Physical Development and Communication and Language but not all met the ELG for Personal, Social and Emotional Development despite additional support in this area. Further support will be given to these children in the form of ELSA and advice will be sought from external agencies (such as Educational Psychologist) as concerns grow in this area

- **Pupils will meet the expected outcome for the Phonic Screening check in June**
- **Pupils will meet ARE for reading at the end of Year 1**

This challenge was not relevant for our 2024-25 cohort however is relevant for our current 2024-25 cohort. Disadvantaged pupils are being closely monitored and additional support, including additional phonics intervention and daily reading sessions, has been put in place.

- **Disadvantaged pupils will make appropriate progress by the end of each academic year in Reading, Writing and Maths**

All disadvantaged pupils made appropriate progress in all areas with some children making accelerated progress. This is a result of the additional interventions made available to them. These children's progress continues to be monitored throughout this academic year and additional support/interventions put in place as appropriate.

- **Children demonstrate higher levels of confidence and resilience towards their learning in reading, writing and maths**

Our disadvantaged children continue to show improved confidence within their learning and engagement in home learning has also improved for these children. Continued implementation of regular interventions, including ELSA, STAN and regular use of TT Rock Stars has been instrumental in this. Additional phonics intervention, following our chosen phonics scheme Monster Phonics, are also improving confidence and outcomes for learners in both EYFS and KS1.

- **Attendance for our disadvantaged children will be in line with their non-disadvantaged peers**

Attendance continues to be monitored closely and a new policy has been introduced in line with the release of Working Together to Improve School Attendance. Some of our disadvantaged pupils' attendance is lower than expected however this continues to be monitored and these families are given additional support such as ELSA and extra-curricular opportunities. The Headteacher is our Attendance Champion and attends training sessions and drop in sessions throughout the school year. The Headteacher works closely with individual families to manage attendance challenges by offering additional support and reasonable adjustments such as attendance plans, early arrival, meet and greet and home visits.

Externally provided programmes

Programme	Provider
Times Table Rock Stars	Maths Circle
Monster Phonics daily intervention program	Monster Phonics
Structured Approach to Numeracy (STAN)	West Berkshire Council