



At Inskip St Peter's CE Primary School we are more than just a school, we are a family with a strong sense of community. Our theology of *Keep your roots deep in Jesus Christ the Lord, build your lives on him and always be thankful (Colossians 2:7)* fills our souls. Our children and adults are **compassionate** and **respectful** to one another, building **friendships** where we are proud of each other's achievements and offer **forgiveness** readily. We foster a love of learning and a determination to embrace new challenges with **trust** in God and in each other.

Our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	18%
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)	2025/2026 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Kate Leyland Headteacher
Pupil premium lead	Kate Leyland Headteacher
Governor lead	Jonathan Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 19,240

Part A: Pupil premium strategy plan

Statement of intent

Our mission statement of Learning, Loving and Living with Jesus is our central tenet for provision for our disadvantaged pupils, we love and provide for them as Jesus tells us to through the gospels. Our intention is that all pupils, irrespective of their background or the challenges they face, make good

progress and achieve to their highest across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal. Our Intent is for every member of our learning community to feel successful and thrive through the supportive challenge our whole school's enthusiasm for learning provides. Our use of Pupil Premium enables us to target support which enables disadvantaged pupils to achieve and enables our pupils to feel confident to show their best. The firm base of curriculum skills our supportive community atmosphere enables in our pupils develops the full potential of every child, providing them with the confidence to experiment in their learning, it encourages pupils' enthusiasms, fostering their curiosity and sparking their excitement. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that attention span and recall of information development is an area that over half of our disadvantaged pupils require support in.
2	Assessments and observations indicate that the development of independence skills is an area that 45% of our disadvantaged pupils require support in.
3	Around 50% of our disadvantaged pupils are on our SEND register, as such targeted interventions and resources to meet their specific needs will be impactful.
4	Assessments and observations indicate that following instructions is an area that around a half of our disadvantaged pupils require support in.
5	Some of our disadvantaged pupils have academic gaps which targeted interventions will support and plug.

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 attention span and verbal recall among disadvantaged pupils	Assessments and observations indicate significantly improved attention span and verbal recall of information among disadvantaged pupils in lessons. This is evident when triangulated with other sources of evidence, including work in books and ongoing formative assessment.
Disadvantaged pupils' rate of work increases through an increase in their ability to work independently	The percentage of disadvantaged pupils who lack independence skills has reduced significantly. This is evident when triangulated through lesson observations, work in books and ongoing formative assessment.
Improved progress for disadvantaged SEND pupils across a range of measures	Progress for individual SEND pupils, shown in both formative and summative assessment measures is good.
Disadvantaged pupils' rate of work increases through an improvement in their ability to follow instructions	The percentage of disadvantaged pupils who require support in following instructions has reduced significantly. This is evident when triangulated through lesson observations, work in books and ongoing formative assessment.
Gaps in disadvantaged pupils' learning are minimised	Progress for disadvantaged pupils, shown in both formative and summative assessment measures is good with no gaps in learning evident.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Empower disadvantaged learners by employing the EEF's Seven Steps to create independent, 'focused' pupils.	The EEF Guidance Report on Metacognition and Self-Regulated Learning is clear: independent practice works best when pupils are taught to plan, monitor, and evaluate their own work (EEF, 2018) which is what the Seven Steps does	2, 4
Use EEF's Five-a-day to build recall strategies to develop the limits of	The EEF's Evidence Review found evidence that teachers could use 5	1, 3, 4

working memory and help knowledge transfer to long-term memory, thereby improving learning and indirectly supporting focus and attention span.	'adaptive teaching' strategies to support improving outcomes for all pupils.	
Create inclusive classroom environments through developing the practices and strategies in NASEN's Embedding inclusive practice	NASEN report that one of the most impactful experiences for learners with SEND is to have access to high quality, inclusive teaching. A significant proportion of the needs that teachers encounter in the mainstream classroom can be met by getting to know and understand individual learners, removing barriers to learning and, ultimately, bringing the graduated approach to life.	2,3, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
 Budgeted cost: £15,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group support for pupils in need of additional curriculum support	EEF's Deployment of Teaching Assistants guidance report which highlights research on effective teaching assistant deployment, high-quality teaching, and inclusive learning environments.	1,3, 5
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. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks reports EEF's Phonics Teaching and Learning Toolkit	3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Build on positive relationships with parents in order to improve disadvantaged children's learning</i>	EEF's guidance document Working with Parents to Support Children's Learning which focuses upon activities that aim to improve children's learning directly.	2,4, 5
<i>Ensure resources and activities for our disadvantaged pupils are</i>	Children who feel a sense of belonging and the knowledge that they can say yes	2

<i>obtainable to enable inclusive opportunities for all</i>	to all opportunities offered have greater self esteem and openness to learning	
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Total budgeted cost: £19,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Statutory Data Summer 2025				
Assessment	All Pupils (at Age Expected or above)	Disadvantaged (at Age Expected or above)	Lancashire (at Age Expected or above)	National (at Age Expected or above)
Early Years foundation Stage profile GLD	100%	NA	64%	68%
Year 1 Phonics Check	83%	100%	67%	80%
Year 2 Phonics retake	NA	NA		
End of Key Stage 1 Attainment	Reading 100% Writing 80% Maths 80%	Reading 100% Writing 0% Maths 0%		
Year 4 Multiplication Check	66%	50%		
End of Key Stage 2 Attainment	Reading 77% GPVS 85% Writing 77% Maths 69%	Reading 0% GPVS 50% Writing 0% Maths 0%	Reading 73% GPVS 72% Writing 70% Maths 73%	Reading 75% GPVS 73% Writing 72% Maths 74%

When reading our results be mindful that our very small cohorts of children mean that comparisons are hard and that each pupil can be represented by a significant percentage. Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

During the 2024–2025 academic year, we continued to evaluate the progress and attainment of our disadvantaged pupils using a range of assessment information, including teacher assessments, internal tracking, pupil discussions and pastoral monitoring. This has helped us to understand where our strategies have had the greatest impact and where further work is required.

Intended outcome	Success criteria
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, book scrutiny and ongoing formative assessment.

Our work on oracy and vocabulary, developed through whole school strategies (conversing with pupils, asking questions to extend on pupil's answers and develop vocabulary both spoken and understood) and targeted classroom strategies (individual, group and class needs), as well as the development of our Rainbow Reading and Spelling Scheme has resulted in improved communication, vocabulary use

and confidence, particularly in the younger year groups. This is evident both through conversing with our PPG pupils and monitoring their written vocabulary use in their books with a focus upon their independent writing.

Intended outcome	Success criteria
Parents are fully engaged with supporting their children's progress through connecting with homework and other home learning.	Children's progress and parental meetings and feedback show that reinforcement of concepts at home is valued and impacting.

Our development of an i-pad lending scheme to disadvantaged families as required resulted in a large improvement in homework completion from these pupils. We developed a wider range of homework tasks to ensure that all pupils can join in and feel the self-satisfaction of success at their own level of support. Parents have been targeted for individual homework support from school to ensure they understand the content and expectations and modifications have been made where necessary. Extra support has been provided at school for those pupils not accessing all homework tasks regularly. We increased our use of our teacher/parent contact app ClassDojo to build further interaction and support with PPG parents and carers. Build on this further to encompass all PPG families.

Intended outcome	Success criteria
Improved reading and spelling attainment among disadvantaged pupils	KS2 reading and spelling outcomes in 2024/25 show that disadvantaged pupils made good progress.

We introduced a new high quality phonics scheme which has resulted in high quality, consistent phonics teaching. We increased our number and frequency of our trained reading volunteers with a focus on our disadvantaged pupils. These have all led to clear improvements in decoding, fluency and confidence in our disadvantaged readers. In our Year 6 SATs in July 2025 neither pupils achieved the standard, they did though achieve well against their previous assessments and individual situations. In July 2025 all PPG pupils below Year 6 who were not on our SEND register were reading at their Age Expected level or above and those pupils undertaking reading interventions due to SEND were making individual good progress against starting points. In Spelling 50% of our Key Stage 2 PPG pupils achieved the expected standard in their SATs, both pupils though made huge progress (19 levels/13 levels) on our school spelling scheme since it was introduced in November 2024. This scheme has had measurable impact on all disadvantaged pupils spelling alongside interventions as necessary. Target phonics sessions at pupils who require further phonics support.

Intended outcome	Success criteria
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/25 show that disadvantaged pupils made good progress.

The introduction and development of Maths Mastery in our school impacted the understanding and progress of our disadvantaged pupils, in our 2025 Key Stage 2 SATs neither PPG pupils achieved the standard, however progress was evidenced in class Maths work and against previous assessments and individual situations. In July 2025 all but 1 of our PPG pupils below Year 6 who were not on our SEND register were working at their Age Expected level or above in Maths.

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
Phonics Tracker	Phonics Tracker