

Pupil premium strategy statement – Alice Ingham RC 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	119
Proportion (%) of pupil premium eligible pupils	59.66%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	January 2026
Date on which it will be reviewed	August 2026
Statement authorised by	Leanne Gibson
Pupil premium lead	Leanne Gibson
Governor / Trustee lead	David Golding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,755
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 115,755
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Alice Ingham is a Catholic community where each person is known, valued and encouraged to reach their highest potential. It is therefore our intention that all pupils, regardless of background or the challenges they may face, make good progress and achieve well across all areas of school life. We aim to provide wider opportunities to inspire our pupils to grow in confidence, skills and knowledge so that they are well prepared for the future and able to make a positive contribution to the world.

The focus of our Pupil Premium strategy is to ensure that disadvantaged pupils are not limited by their socioeconomic circumstances and are supported to achieve their full potential. Through this strategy, we consider the range of challenges faced by vulnerable pupils, ensuring that the provision outlined meets their needs, regardless of individual circumstance.

High-quality teaching and learning, informed by educational research, sit at the heart of our approach, with a focus on the areas where disadvantaged pupils require the greatest support. This approach has the strongest impact on closing attainment gaps, while also sustaining and improving outcomes for non-disadvantaged pupils.

Our strategy also places a strong emphasis on pupils' wellbeing and mental health, with a particular focus on improving attendance. Our approach is responsive to common challenges and specific need, rooted in diagnostic assessment. The approaches we have chosen work together to ensure that pupils are supported to excel. To ensure their effectiveness, we will:

- Ensure all staff have high expectations of all our children.
- Ensure assessment for learning is deeply embedded so that all interventions are timely, targeted and impactful.
- Continue to know and work closely with all children and families, sustaining strong and supportive parental partnerships

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as they move through the school.
3	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils nationally
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils (1).	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.
Improved phonics attainment in Key Stage 1 for disadvantaged pupils, enabling them to develop as confident readers as they progress through school (2).	KS1 assessments continue to show that at least 67% of children who are disadvantaged meet the expected standard in phonics by the end of Y1.
Improved maths attainment for disadvantaged pupils at the end of KS2 (3).	KS2 maths outcomes in 2024/25 show that more than 57% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils (4).	Through pupil voice, observation and conversations with subject leaders, each year, all children (including those who are disadvantaged) will have the opportunity to: <ul style="list-style-type: none"> - Attend extra-curricular activities

	<ul style="list-style-type: none"> - Take part in visits or trips related to their learning and interests - Enjoy enrichment opportunities across the year
To continue to sustain and further improve attendance for all pupils, particularly our disadvantaged pupils and those with persistent absence (5).	<p>Through assessment, attendance will continue to improve and by 2026/27 this will be a strength in school, demonstrated by:</p> <ul style="list-style-type: none"> - A continued improvement in the rate of unauthorised absence for all pupils. - A further reduction in the gap between disadvantaged pupils and their peers. - A further improvement in punctuality in school. - Positive engagement with the trust attendance officer.

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: **£58,153**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic NFER assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	1, 2, 3
Embedding dialogic activities across the school curriculum e.g. guided reading, TfW. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources (E.g. Tier 2, Tier 3 Vocabulary mats, high quality texts to support guided reading and TfW refresher training) and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u>	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3

<p>embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u></p>	
<p>Improve the social and emotional (SEL) aspects of children's lives, so they are able to engage in learning.</p> <p>SEL approaches will be embedded into routine educational practices and small group /individual targeted support, supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4, 5

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

Budgeted cost: £25,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment into TFW support and training to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be</p>	<p>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</p>	2

delivered in collaboration with our local RWI and English Hub	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£32,299**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches (Paul Dix) with the aim of developing our school ethos and improving behaviour across school, including dynamis de-escalation techniques.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Daily breakfast and after school clubs offered to support parents with childcare.	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. There is evidence that involvement in extra-curricular sporting activities may increase attendance and retention.	4, 5

Total budgeted cost: £115,755

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 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Improved oral language skills and vocabulary among disadvantaged pupils.
77% of pupils achieved GLD at the end of EYFS, 60% of disadvantaged pupils achieved GLD. This is an increase from 42% the previous year.

Improved phonics attainment among disadvantaged pupils.
Phonics outcomes in 2024/25 show that 78% of disadvantaged pupils passed the phonics screening.

Improved maths attainment for disadvantaged pupils at the end of KS2.
KS2 maths outcomes in 2024/25 show that 57% of disadvantaged pupils met the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Parent & Pupil questionnaires indicate that

96% of parent questionnaires say their children are happy and safe at school.

To continue to sustain and further improve attendance for all pupils, particularly our disadvantaged pupils and those with persistent absence (5).

Overall attendance for disadvantaged pupils is 92.15% this year compared with 91.2% in 24/25.

Persistent Absence of disadvantaged pupils is 19.4% compared to national average of 26.4%.

Further information (optional)

Additional activity

Funding from The Greggs Foundation enables every child to be provided with a free breakfast each morning ensuring a healthy start to the day allowing readiness to learn and removing any barrier of hunger. In addition to this, the foundation also supports our families with food vouchers and in some cases the provision of white goods.

Manchester United Foundation support the teaching of PE. This helps to raise aspirations, improve attendance and ensures quality first teaching of PE. In addition to this, the foundation are also able to support our disadvantaged families in other areas such as the provision of hats, scarves and coats, as well as providing other opportunities such as sporting tickets and participation the Eco Reds program where activities are held at Old Trafford.