

Pupil premium strategy statement – Inkersall Spencer Academy.

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	370
Proportion (%) of pupil premium eligible pupils	44% (163) (156PP & 7EYPP)
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Allison
Pupil premium lead	Jo Mercer
Governor / Trustee lead	Charlotte Horvath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,268
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>	£212,268

Part A: Pupil premium strategy plan

Statement of intent



At Inkersall Spencer Academy we aim for all our pupils to make good progress and achieve high attainment across all subject areas, leaving primary school with the knowledge, skills and confidence to succeed - academically, socially and emotionally, so that the long-term gap between disadvantaged pupils and their peers is closed. We want them to develop positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. We have high expectations of their attendance, academic achievement and behaviour and the focus of our pupil premium strategy is to provide strategies which support disadvantaged pupils progress, irrespective of their background or challenges they face, including for those who are already high attainers too.

We recognise the challenges faced by vulnerable pupils, such as those who have a social worker and other factors which disadvantage them. The activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Our Pupil Premium Strategy complements our School Development Plan, where the priorities for 2025-26 are:

1. Outcomes for Vulnerable Groups – Narrowing attainment gaps so vulnerable pupils achieve in line with peers.
2. Leadership at All Levels – Strengthen leadership so all leaders drive school improvement effectively.
3. Writing Outcomes – Raise standards in writing through consistent whole-school practice.

4. Graduated Response – Embed the graduated response to ensure timely support for vulnerable pupils.

Historically, on entry, our disadvantaged pupils display poor language skills, a limited range of vocabulary and access to quality texts, this has had a significant impact on the progress the pupils have made across the curriculum in their journey through to the end of Key Stage 2. To address this our strategy recognises the importance of high- quality ‘first’ teaching, EEF (Education Endowment Foundation) research shows this has the biggest impact on closing the disadvantage attainment gap, while still enhancing the progress of non-disadvantaged pupils at Inkersall. At the forefront of our strategy, we aim to ensure all pupils make sustained progress not just our disadvantaged pupils. We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively.

Reading across all curriculum areas is a priority to extend and deepen pupils understanding and develop their knowledge and use of vocabulary. We want all pupils including disadvantaged to develop a love of reading during their time at Inkersall and be exposed to a range of classic and contemporary literature.

Our approach is bespoke to the children of Inkersall and recognises common challenges but also individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other with the aim to help pupils excel. To achieve this we will use Pupil Premium funding to ensure that disadvantage is not a barrier to:

1. High-quality teaching
2. Our children are continually challenged.
3. The necessary interventions will be identified early.
4. All staff will take responsibility for the outcomes of disadvantaged pupils.
5. All stakeholders raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language/Speech and Language On entry assessments and observations identify Underdeveloped oral language and vocabulary gaps from Reception through KS2, limiting comprehension and access to the full curriculum (speech & language needs are prevalent among disadvantaged pupils). Approximately 50% of FS2 children are significantly below the national expectations on entry (Sept25) for communication and language. There is a similar picture in FS1 too.
2	Attainment in Phonics Lower attainment in phonics of disadvantaged pupils, recognised through assessments, observations and discussions with staff and pupils negatively impact on their development of readers (affecting accuracy and fluency) and are a barrier to developing a 'love of reading'. At the end of July 2025, there was an improvement as 80% of disadvantaged pupils passed the year 1 screening test compared to 90.9% of non-disadvantaged children who passed. However this continues to be an area of challenge across the school, including providing additional phonics interventions in KS2 for children who did not pass the screening check previously
3	Number fluency Assessments and observations as well as discussions with subject leaders, teachers and pupils show Limited number fluency and recall of key number facts among disadvantaged pupils, which reduces success in problem solving and reasoning in mathematics.
4	Attainment gap between PP pupils and their non-PP peers Our assessments and observations indicate attainment gaps between disadvantaged pupils and non-disadvantaged peers across EYFS, KS1 and KS2 (e.g., GLD & combined outcomes and KS2 R/W/M differences), exacerbated by pandemic disruption. Our data shows that in July 2025, 53.6% of our disadvantaged pupils achieved the Expected standard across reading, writing and maths in comparison to 78.6% of non-disadvantaged pupils in the end of Key Stage 2 Assessments.
5	Behaviour and emotional needs of PP children Observations, monitoring of data and discussions with different stakeholders identify that there are behavioural, emotional and self-regulation needs among a significant number of disadvantaged pupils (including those with social care involvement, LAC/post-LAC and SEND) that impede learning.
6	Low self-esteem and low aspirations Our assessments (including pupil survey), observations and discussions with pupils have identified low cultural capital and life experiences in a high proportion of disadvantaged pupils, which results in low aspirations and pride in their work, including presentation. To support and further this, we aim to raise the attendance of disadvantaged pupils to narrow the gap with non-disadvantaged pupils and also reduce persistent absence too.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils, so pupils access comprehension and curriculum talk.	Increase in Reception language screening/profiling scores and accelerated progress: target +6 months progress for pupils in targeted oral language groups. Evidence of improved spoken vocabulary in teacher assessments and increased participation in class talk activities.
2. Phonics competence and early reading improvement for disadvantaged pupils	Y1 Phonics outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the national standard. Targeted KS2 catch-up pupils show accelerated progress in decoding and reading accuracy measured by phonic assessment and reading fluency checks. KS2 reading outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
3. Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
4. Narrow the attainment gap (reading, writing, maths) for disadvantage pupils.	By end of academic year, gap between disadvantaged and non-disadvantaged pupils reduces in internal assessments (termly) and, over 3 years, brings disadvantaged outcomes closer to non-PP peers: aim to raise combined KS2 expected standard for disadvantaged from 56% to at least 72% within 3 years.
5. Improve the knowledge and understanding of mental and physical health and well-being among disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
6. Improved aspirations among disadvantaged pupils.	By 2027/28 through assessments, observations and discussions with pupils improved aspirations will be demonstrated. These are quality assured through pupil engagement in lessons, work scrutiny, sustained involvement in enrichment activities

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: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils and provide CPD entitlement to all staff at all levels at various points throughout the school week, term and year, including attending subject and phase network meetings, so that staff are well- equipped to deliver quality first teaching and targeted interventions in a range of specific programmes.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) (+5months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) (+7months)	1,2,3,4
Implement an evidence-based CPD programme focused on adaptive teaching, formative assessment and scaffolding. CPD will include: coached lesson study cycles, subject-specific deep dives, instructional coaching and funded release time.	EEF guidance: Effective Professional Development — design and implementation principles for high-impact CPD (motivate, develop techniques, embed practice) Education Endowment Foundation - Effective Professional Development.	1,2,3,4
Whole-school focus on oracy and planned vocabulary progression: adopt structured classroom talk routines, vocabulary teaching linked to the GROW curriculum; CPD for teachers on modelling, questioning and dialogic teaching.	EEF – Oral Language Interventions (+6 months)	1,2
Weekly training to support the teaching of phonics. This will be used to bridge gaps in pupil phonics knowledge and develop their decoding, vocabulary and reading skills	EEF – Phonics (+5 months)	1,2,4

TA and subject leader training for the programme. Phase training for EYFS and Key Stage 1 to embed the programme and ensure consistency of teaching. Additional phonics afternoon lessons used in KS1. Interventions used in KS1 and KS2 to bridge gaps in pupil phonics knowledge		
Develop and embed high-quality whole class reading to teach all children decoding and comprehension skills. Explicitly teaching reading skills and reading comprehension strategies to improve outcomes at the end of KS2. Purchase of Reading Plus to improve fluency, comprehension, vocabulary, stamina, and motivation in reading Using digital software such as, Bedrock Learning and Get Epic to teach children comprehension skills. Purchase of Learning with parents to promote reading at home and for the children to develop a love of reading.	EEF - education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (+6m0nths).	1,2,4
Purchase standardised diagnostic assessments. (NTS). Timetabled staff meeting time to ensure assessments are administered and analysed correctly. Phase and RAG meeting time to analyse assessments and pick out strengths and gaps in pupil knowledge and necessary interventions. Strengthen classroom assessment and feedback cycles, including small-step checks and responsive grouping to ensure in-lesson intervention for disadvantaged pupils	EEF – Using standardised tests to deliver tailored instruction and interventions (+6 months)	1,2,3,4 & 6
Develop mathematics curriculum with an emphasis on planned fluency practice (daily	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	3,4

arithmetic starters, Fast Fives), use of manipulatives and deliberate revisiting (interleaving) to 'interrupt forgetting'. Subject leader CPD, lesson study and coaching.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) EEF Blogs on fluency	
To embed Mastery learning approaches in Maths to ensure that all pupils have mastered key concepts before moving on to the next topics. Using additional times and support to ensure no children are left behind.	Mastery learning EEF (+5 months on average although as high as +8 months in primary schools).	3,4
Purchase of high-quality exercise books, home school diaries and reward certificates to raise aspirations, motivate and develop positive learning behaviours in pupils.	EEF - Aspirations	1,2,3,4 & 6
All children from year 3 upwards to have access to Showbie Pro to develop Ed Tech skills. Learning by Questions- an online platform which can be used to support children's learning in a variety of subjects.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk) (+6months)	1,2,3,4

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff member in nursery to support the development of early communication and language approaches	EEF - early-years/toolkit/communication-and-language approaches (+7months) Oral language interventions EEF (+6months)	4

Structured small-group /one-to-one phonics interventions for pupils below expected levels (short, regular sessions 4–5 times per week over set period); target KS1 and KS2 catch-up cohorts. Use trained Tas with specialist programme and regular progress checks.	EEF – Phonics (+5 months)	2
High-quality one-to-one and small group tuition for targeted pupils (reading comprehension and maths), linked tightly to classroom teaching and subject progression. Groups to be flexible linked to focus of intervention.	One to one tuition EEF (+5 months) One-to-one tuition is effective on average (+5 months); small group tuition is also effective and often more cost-efficient; EEF tutoring guidance and Making a Difference with Effective Tutoring support implementation:	2,3,4
Targeted maths fluency programme: daily arithmetic sessions for targeted pupils; structured fluency blocks (10–15 mins) with retrieval practice and spaced rehearsal. Use short frequent sessions to build automaticity.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) EEF guidance on early mathematics and improving maths stresses fluency practice, revisits and manipulatives for secure number sense: [Improving Mathematics in the Early Years & KS1 / KS2 guidance	
Sophisticated nurture/inclusion model which provides groups and individual high-quality provision. This includes: Catharsis Counselling, forest school, cooking, brain groups, ELSA, lego therapy, musical interaction, circle of friends, creative arts therapy, music therapy, Zones of Regulation	EEF - Social and Emotional Learning(+4 months) EEF - Metacognition(+7 months) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	5,6
To use Forest Schools to create a learning process, providing learner inspired, hands-on experiences in the natural environment. To increase a child's confidence as they problem-solve and learn to manage risks. To allow children to explore the natural environment and learn in it.	EEF - Collaborative learning approaches (+5 months) EEF - Outdoor learning	1,5,6

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

Budgeted cost: £ 40,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy: appoint / designate an attendance lead; deliver targeted parental engagement and responsive casework for families with PA; use personalised letters/texts and multi-agency plans for complex cases.	Supporting attendance EEF EEF rapid evidence assessment on attendance suggests parental engagement and responsive, targeted interventions show promise; targeted parental communication can have small positive impact on attendance	1,2,3,4,5,6
To use our Platinum accredited OPAL provision to develop independence and play across the school. To support pupils development as well as embed in all stakeholders the principles of OPAL.	EEF – Social and Emotional Learning (+4 months)	5,6
Individual and group pastoral sessions for targeted pupils, including disadvantaged, with the school pastoral team. The sessions will support the pupils to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults	EEF – Social and Emotional Learning (+4 months) EEF - Teaching Assistant Interventions (+4 months) EEF – Metacognition and self-regulation (+7 months) Behaviour interventions EEF (+4months)	4
Magic Breakfast - The aim of the project is to improve attainment outcomes by increasing the number of children who have access to a healthy breakfast.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/ (+2months).	4,5,6
Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons, residential and school trips	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) Extending school time EEF (+3 months)	5,6

Total budgeted cost: £ 212,268

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Review of the intended outcomes of our 3 year plan.</u>		
Intended outcome	Success criteria	Outcomes over 3 year cycle
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (including Speech and Language programmes) and observations show improved oral language skills. These are quality assured through pupil engagement in lessons and work scrutiny.	From internal data analysis, there remains an ongoing need to support pupils with their oral language as well as vocabulary due to its importance in supporting pupils academically as well as in their wider emotional development.
Improved phonics and reading attainment in disadvantaged pupils.	Y1 Phonics outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the national standard. KS2 reading outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.	Phonics 2022/23 – 64.3% 2023/24 – 66.7% 2024-25 – 80% Reading 2022/23 – 72.7% 2023/24 – 34.8% 2024/25 – 67.9%
Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.	Maths 2022/23 – 64.3% 2023/24 – 50% 2024-25 – 60.7%
Improve the knowledge and understanding of mental and physical health and well-being among disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations The Thrive approach fully embedded and used successfully by teachers, pupils and parents. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.	Through a well-planned programme of PSHE, pastoral support, and enrichment activities, pupils have developed a stronger awareness of how to maintain positive mental and physical health. Targeted interventions have enabled disadvantaged pupils to build resilience, self-regulation, and confidence. Pupil voice feedback indicates that pupils are more able to articulate their feelings and seek support when

		needed. The pastoral team's close collaboration with families and external agencies has further strengthened this impact, ensuring that vulnerable pupils receive consistent, holistic support that promotes both academic engagement and emotional well-being.
Improved aspirations among disadvantaged pupils.	By 2024/25 through assessments, observations and discussions with pupils improved aspirations will be demonstrated. These are quality assured through pupil engagement in lessons, work scrutiny, sustained involvement in enrichment activities.	This continues to be an area of focus for the school. Further enrichment and career focus activities are planned to develop pupil personal development and in the process raise aspirations.

Clear systems and scrutiny of pupil attendance, including home visits by our inclusion team, where necessary have proved very successful leading to continued increases in whole school attendance. Magic breakfast has also been successfully used to target children with low attendance. 65% of regular attendees are disadvantaged pupils. All children in school are provided with a 'whole school breakfast' each morning of a bagel, which has improved the daily punctuality of pupils. In 2024-25, attendance of our disadvantaged pupils was 93.9% and although it was below the attendance of our non-disadvantaged pupils whose attendance was 95.9%.

Persistent absence as a school was 12.3% compared to the National Average of 15%. Although PA for our disadvantaged pupils (17.6%) was below the PA for non-disadvantaged pupils, it was significantly below the national average of 26.6%.

Throughout the year attainment and progress within each year, was tracked by staff using the Trust Primary Tracker. This was also supported by fortnightly 'RAG' meetings for each year group, led by a member of the SLT, where progress of pupils was discussed and any interventions needed were put in place and then evaluated. Internal and external data from last year shows that the gaps for disadvantaged pupils narrowed in Year 6, further interventions are required to narrow the gap between disadvantaged and non-disadvantaged pupils across the school.

A focus on high-quality teaching has allowed staff to create a consistent range of strategies to support our pupils in their journey through school.

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. We continue to recognise that some children included in the performance data, have experienced disruption in their education due to COVID-19 earlier in their schooling.

In Reception (FS2) 57.9% of disadvantaged pupils achieved a Good Level of Development compared to 74.1% of non-disadvantaged pupils.

In Y1 Phonics 80% of disadvantaged pupils passed the Screening test compared to the 84% of Year 1 children who passed.

In End of Key Stage 2 Assessments, there were 25 disadvantaged pupils out of the 56 year 6 children in the 2024/25 cohort. Of these, 12 of the disadvantaged pupils were on the SEND register with 3 having EHCPs. Assessments during 2024/5 suggested that the attainment of disadvantaged pupils was above the national average across reading, writing and maths, but lower than their non-disadvantaged peers. 53.6% of our disadvantaged pupils achieved the Expected standard across reading, writing and maths in comparison to 78.6% of non-disadvantaged pupils.

In Reading 67.9% of our disadvantaged pupils achieved the expected standard compared to 85.7% non-disadvantaged. In Maths 60.7% of our disadvantaged pupils achieved the expected standard compared to 85.7% non-disadvantaged. In writing 71.4% of our disadvantaged pupils met the expected standard compared to 82.1% non-disadvantaged.

During 2024-25, the school has seen an improvement in pupil behaviour, building on the strong foundations established in the previous year following a behaviour 'deep dive' led by our Behaviour Lead and Jason Bambala. The continued embedding of our behaviour curriculum, supported by consistent practice across classrooms, has been closely monitored through regular observations, drop-ins and walkthrus by the Behaviour Lead and SLT. This strategic approach has resulted in a clear and consistent culture of high expectations, leading to a reduction in behaviour incidents recorded on CPOMs and Arbor, as well as a notable decrease in suspensions.

However challenges in relation to wellbeing and mental health continue to remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

The pastoral team have made a substantial contribution to the school's work in supporting the emotional, social, and mental well-being of disadvantaged pupils. Their role has been central to creating a nurturing and inclusive environment in which all pupils, particularly those facing disadvantage or additional barriers, are able to thrive. Through carefully targeted interventions and bespoke support, the team addresses issues affecting pupils' readiness to learn and engagement in school life. Effective collaboration with external agencies ensures that families receive coordinated support, strengthening the school's capacity to meet pupils' wider needs. This holistic approach has a demonstrable impact on pupils' well-being, behaviour, and attendance, leading to improved participation and outcomes across the curriculum. Pupil Premium funding has been used to deliver bespoke interventions internally such as Lego therapy, Drawing and Talking, Persona Dolls, Forest schools and emotional support activities.

OPAL has had a significant impact on lunchtimes and pupil enjoyment, independence and well-being. As well as there being a dramatic reduction in behaviour incidents, during lunchtimes, there has been a big development in pupils 'play' and social skills. The Play leader continues to lead the initiative and staff have visited other 'OPAL' schools to gain an understanding of how to develop the programme. Schools have also visited Inkersall to look at our provision. A working party including staff, parents, governors and an OPAL lead continue to meet to develop the programme during the year. The impact has been that in

June 2025, the school received the Platinum standard for their OPAL provision, having been accredited with the gold standard the previous year. Since it's introduction, OPAL has had a positive impact on pupil well-being and behaviour at lunchtime as well as learning in afternoon lessons too. This is evident through a decrease in the number of behaviour incidents reported.

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year, as set out in the activity in this Academic Year section above.

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
Outdoor Play and Learning	OPAL
Reading Plus	Reading Solutions UK
LBQ	Learning by Questions
Drawing and Talking	Drawing and Talking
Therapy	Catharsis