

Pupil premium strategy statement – Ickworth Park Primary School

This statement details our school's use of pupil premium funding to improve the attainment of disadvantaged pupils. It sets out our strategy for the current academic year, including how we plan to allocate funding to address key barriers to learning, and explains the impact of last year's pupil premium activity on outcomes for disadvantaged pupils. Our approach prioritises closing gaps in Writing and Maths across Key Stage 2, strengthening early reading and language development, and supporting wellbeing and enrichment to ensure every child can succeed.

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	185
Proportion (%) of pupil premium eligible pupils	24/185 13%
Academic year/years that our current pupil premium strategy plan covers	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	Kirsten Steele Headteacher
Pupil premium lead	Kirsten Steele Headteacher
Governor / Trustee lead	Tom Lockwood Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,855

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£ 41,855

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for all disadvantaged pupils to achieve in line with, or above, national expectations and to leave Ickworth Park Primary as confident, resilient learners with strong foundations in core subjects. Our current pupil premium strategy works towards this by prioritising high-quality teaching, targeted interventions in Writing and Maths, and early language development through phonics and vocabulary enrichment. Alongside academic support, we provide opportunities to build cultural capital and promote wellbeing, ensuring pupils can access the full curriculum and wider experiences. The key principles of our plan are equity, evidence-based practice, and early intervention, so that every child has the tools and confidence to succeed.

Challenges

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

Challenge number	Detail of challenge
1.	Attainment Gaps in Core Subjects Disadvantaged pupils, particularly in Key Stage 2, are underperforming in Writing and Maths compared to their peers, despite strong progress in Reading.
2.	Language and Vocabulary Development Many pupils enter EYFS and KS1 with limited vocabulary and communication skills, which impacts writing and overall attainment as they move through the school.
3.	Complex Needs Among Disadvantaged Pupils A significant proportion of disadvantaged pupils also have SEND, including SEMH needs, requiring tailored academic and pastoral support.
4.	Social, Emotional and Mental Health (SEMH) Barriers Increased SEMH needs affect pupils' ability to engage positively with learning and maintain resilience, particularly in KS2.
5.	Cultural Capital and Enrichment Financial pressures on families limit access to enrichment activities, trips, and experiences that support wider learning and aspiration.
6.	Improve attendance and reduce persistent absence for disadvantaged pupils Attendance for PPG pupils was 94.37%, below the school average (96.91%) and national average (94.5%). Persistent absenteeism overall was 4.02%, and disadvantaged pupils had higher authorised absence (5.13%) than peers.

	This impacts engagement and progress, particularly for pupils with SEMH needs.
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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
Improve Writing outcomes for disadvantaged pupils across KS2	By July 2027, disadvantaged pupils in KS2 will make strong progress in Writing, with the majority achieving age-related expectations. Our aim is to significantly narrow the attainment gap with non-disadvantaged peers and ensure that all pupils develop the confidence and skills to write effectively across the curriculum.
Accelerate progress in Maths for disadvantaged pupils in Year 4 and Year 6	By July 2027, disadvantaged pupils in Year 4 and Year 6 will be making stronger, accelerated progress in Maths, with the majority working at or above age-related expectations. Our aim is to significantly narrow the attainment gap and ensure pupils develop secure mathematical understanding and confidence to apply their skills in a range of contexts.
Secure strong foundations in early reading and phonics	95% of disadvantaged pupils in Year 1 pass the phonics screening check; all pupils who did not meet the standard receive targeted support and achieve it by Year 2.
Enhance vocabulary and communication skills from EYFS onwards	Disadvantaged pupils demonstrate improved oral language and vocabulary, evidenced by teacher assessments and reduced need for speech and language interventions by Year 2
Support wellbeing and resilience for disadvantaged pupils	Disadvantaged pupils show improved engagement and confidence in learning, measured through pupil voice surveys and reduced SEMH-related incidents.
Ensure equality of access to enrichment opportunities	All disadvantaged pupils participate in at least one enrichment activity per term, tracked through school records and parental feedback.

Improve attendance and reduce persistent absence for disadvantaged pupils	Attendance for disadvantaged pupils rises to at least 96%, with persistent absence reduced to below 3%.
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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: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD for all teachers and TAs focused on Writing and Maths pedagogy	EEF research shows that improving teacher subject knowledge and feedback strategies has a high impact on pupil progress (+6 months). Ofsted subject reviews highlight the importance of strong curriculum knowledge.	1, 2, 3
Strengthen Embedded Literacy Approaches 'The Write Stuff' and 'Little Wandle' phonics are now fully embedded across all year groups. Next, we will focus on consistent high-quality delivery, broaden writing opportunities across the curriculum, and provide ongoing professional development to refine practice and meet pupil needs.	EEF guidance on improving literacy recommends systematic phonics and structured writing approaches to close gaps.	1, 2, 4
Weekly coaching and monitoring to ensure consistency in teaching Writing and Maths	EEF Toolkit: Feedback and metacognition strategies can accelerate progress by up to +7 months.	1, 2
Oracy and vocabulary development training for staff	Oral language interventions have an average impact of +6 months (EEF).	2, 4

Trauma-informed and SEMH training for all staff	Social and emotional learning approaches improve attainment (+4 months) and engagement (EEF).	3, 4

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

Budgeted cost: £ 14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and one-to-one tutoring in Writing and Maths for KS2 disadvantaged pupils	EEF Toolkit: Small-group tuition and one-to-one support can provide up to +4–5 months additional progress when well-structured and delivered by trained staff.	1, 2, 3
Precision teaching and Numberstacks interventions for pupils with gaps in mathematical fluency	Targeted interventions for number sense and fluency are recommended by EEF for closing gaps in Maths.	2, 3
Structured phonics catch-up for KS2 pupils who did not meet Year 1 standard	EEF guidance on phonics: systematic synthetic phonics is highly effective for struggling readers (+5 months impact).	2, 4
Speech and language interventions for EYFS and KS1 disadvantaged pupils	Oral language interventions have an average impact of +6 months (EEF).	2, 4
Deployment of trained TAs for targeted support during core lessons	EEF: Effective use of TAs in structured interventions can accelerate progress when linked to classroom learning.	1, 2, 3

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

Budgeted cost: £ 7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of personal budget cards to support uniform, trips, and clubs	EEF and DfE guidance highlight that reducing non-academic barriers improves engagement and attendance.	5, 6
Funding enrichment activities (music tuition, sports clubs, cultural trips)	Sutton Trust research shows enrichment improves aspiration and engagement, contributing to better academic outcomes.	5
ELSA and Drawing & Talking sessions for pupils with SEMH needs	EEF Toolkit: Social and emotional learning approaches can improve attainment (+4 months) and behaviour.	3, 4
Homework club will be delivered by well-trained teaching assistants who have the expertise to provide targeted support and move learning forward effectively for disadvantaged pupils.	EEF evidence: Homework support can add +5 months progress when linked to classroom learning.	1, 2
Structured nurture and friendship groups will run at lunchtime, led by skilled staff, to help pupils develop social skills, build positive relationships, and strengthen resilience.	Nurture groups improve social, emotional, and behavioural skills, which underpin academic success.	3, 4
Removing financial barriers for residential trips and curriculum-linked visits	Equality of access ensures disadvantaged pupils benefit from experiences that build cultural capital.	5
Targeted attendance support for disadvantaged pupils	DfE guidance: Strong attendance systems and family engagement reduce persistent absence. Strategies include early intervention, personalised support, and incentives.	6

Regular monitoring and communication with families of PPG pupils with low attendance	EEF and DfE evidence: Parental engagement strategies improve attendance and learning outcomes.	6
Attendance incentives and recognition for improved attendance	Behavioural approaches and positive reinforcement shown to improve attendance and engagement.	6

Total budgeted cost: £ 41,855

Some activities are supported through wider school funding and staffing deployment.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils – Previous Academic Year

- **National Assessments and School Data**
 - **KS2 Outcomes (2025):**
 - Reading: 89% EXS+ (39% GDS) vs national 75%; disadvantaged pupils achieved 100% EXS but fewer at GDS.
 - Writing: 82% EXS+ vs national 72%; disadvantaged pupils met EXS but GDS remains low.
 - Maths: 86% EXS+ vs national 74%; disadvantaged pupils achieved EXS but gaps persist in fluency and reasoning.
 - Combined RWM: 71% vs national 62%; disadvantaged pupils below school average.
 - **KS1 Outcomes:**
 - Reading: 93% EXS+ vs national 71%; disadvantaged pupils improved significantly.
 - Writing: 83% EXS+ vs national 63%; gap narrowed but GDS remains low.
 - Maths: 93% EXS+ vs national 72%; disadvantaged pupils broadly in line.
 - **Phonics:** Year 1 pass rate 95% (national 80%); disadvantaged pupils achieved 100%.
- **Comparison to Non-Disadvantaged Pupils**
 - Disadvantaged pupils performed well in Reading and Phonics but remain behind in Writing and Maths at KS2, especially at Greater Depth.
- **Attendance and Wider Issues**
 - Attendance for disadvantaged pupils: 94.37% (school average 96.91%, national 94.5%).
 - Persistent absenteeism and SEMH needs impacted engagement.
 - Safeguarding data shows increased referrals and CAMHS involvement, highlighting non-academic barriers.
- **Assessment of Previous Strategy**
 - Last year's strategy improved phonics and early reading outcomes and narrowed KS1 gaps.
 - KS2 Writing and Maths remain priority areas.
 - SEMH support and enrichment improved wellbeing but require further embedding.
- **On-Target Status**
 - Phonics and Reading targets met.
 - Writing and Maths gaps at KS2 require continued focus.
 - New strategy prioritises high-quality teaching, targeted interventions, and language development.

Overall Impact and Next Steps

The previous strategy successfully improved phonics and early reading outcomes, with disadvantaged pupils achieving 100% in the Year 1 phonics check and strong progress in KS1 Reading and Maths. Writing outcomes improved at KS1 but remain a key challenge at KS2, particularly at Greater Depth. Maths attainment for disadvantaged pupils at KS2 was broadly in line with national expectations, but gaps persist in fluency and reasoning. Attendance for disadvantaged pupils (94.37%) was below the school average (96.91%), and SEMH needs continue to impact engagement and progress.

Next Steps:

Our new strategy builds on these findings by:

- Maintaining strengths in phonics and early reading.
- Prioritising targeted interventions in Writing and Maths across KS2, especially Year 4 and Year 6.
- Embedding vocabulary and oracy development from EYFS onwards.
- Strengthening SEMH support through ELSA and nurture provision.
- Improving attendance for disadvantaged pupils through early intervention, family engagement, and incentives.
- Ensuring equality of access to enrichment opportunities to build cultural capital.

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
Little Wandle Letters and Sounds Revised	Little Wandle
The Write Stuff	Jane Considine Education
Numberstacks	Numberstacks Ltd
Welcomm	Speech Link Multimedia Ltd
ELSA	ELSA Network / Suffolk LA
Drawing and Talking	Drawing and Talking Ltd

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.