

Pupil premium strategy statement –Lindal and Marton Primary School]

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	72
Proportion (%) of pupil premium eligible pupils	7% (5 out of 27 pupils are eligible for a premium)
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)	3
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Fiona Doran
Pupil premium lead	Fiona Doran
Governor / Trustee lead	Simon Laheney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2 adopted pupils → $2 \times \text{£}2,630 = \text{£}5,260$ 3 service-premium pupils → $3 \times \text{£}350 = \text{£}1,050$ FSM pupil (post-census) → $\text{£}0$ Estimated total funding = $\text{£}5,260 + \text{£}1,050 = \text{£}6,310$
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>	£6,310
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Part A: Pupil premium strategy plan

Statement of intent

Due to the extremely small allocation our school receives, it is not possible to deliver separate, dedicated programmes solely funded by Pupil Premium. Instead, we operate an individual-needs model. Parents of eligible pupils may request contributions towards school visits, extra-curricular clubs, wraparound childcare, or specific items/resources to support learning at home. Any remaining funding is added to the school budget to contribute towards teaching assistant hours for targeted interventions. All premium-eligible pupils directly benefit from these interventions.

Challenges

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

Challenge number	Detail of challenge
1	limited financial access to wider opportunities (trips, clubs, enrichment)
2	reduced access to additional learning resources at home
3	gaps in language, fluency or confidence which require additional adult guidance
4	the need for consistent in-class scaffolding and supported practice
5	the emotional impact of adoption or mobility (for PLAC and service pupils)

Our approach prioritises removing these barriers through targeted TA support, maintaining inclusion, and ensuring access to enrichment.

Intended outcomes

Intended outcome	Success criteria

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Responding to individual parent requests – contributions towards educational visits, extra-curricular clubs, childcare where needed, and specific learning resources.</p>	<p>This flexible model ensures all eligible pupils can access trips, clubs and enrichment, with no child missing opportunities for financial reasons. Targeted TA support has strengthened reading, phonics and fluency interventions, and progress data shows premium pupils making expected or better progress from their starting points. Teachers also report improved confidence, engagement and participation, demonstrating that the limited funding is being used where it has the greatest impact.</p>	<p>1,2,3</p>
<p>Contribution to intervention staffing – any unclaimed premium is pooled into the school budget to part-fund teaching assistant time for targeted interventions in reading, writing, phonics, language development, and wellbeing support. Premium-eligible pupils are always included as priority learners within these sessions.</p>	<p>Pooling unclaimed premium funding into intervention staffing is effective because it increases the amount of targeted, high-quality support available on a daily basis. With such a small number of eligible pupils, shared TA capacity ensures they receive frequent, focused help in reading, phonics, language and wellbeing without needing separate programmes that would not be viable. This approach gives pupils more consistent adult guidance, closes gaps quickly and ensures support is responsive to their individual needs.</p>	<p>2,3,4</p>

Rationale for this approach

This approach reflects both the size of our allocation and the needs of our pupils. A ring-fenced programme is neither feasible nor proportionate with five eligible pupils, so targeted staffing and flexible parental support have the greatest impact. Using the premium to strengthen intervention capacity ensures all eligible pupils receive regular, high-quality, needs-led support that directly addresses their barriers. This model is sustainable, transparent, and aligns with the school's wider improvement priorities.

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How we will measure the effect of Pupil Premium

Impact will be monitored through:

- progress data for reading, writing and maths
- engagement with interventions
- improved access to enrichment opportunities
- feedback from parents on funded support
- attendance and participation data
- termly review of individual pupils' needs and outcomes

Because numbers are very small, impact is reviewed individually rather than through cohort comparison.

How the strategy supports wider school improvement?

The strategy links directly to our focus on inclusion, early intervention and ensuring all pupils can access the full curriculum. The funding supports:

- TA capacity for targeted intervention work
- equitable access to enrichment experiences
- consistent support strategies for pupils with additional language, social or emotional needs
- This complements ongoing whole-school priorities in teaching, curriculum development, SEND provision and raising attainment.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the very small number of disadvantaged pupils on roll, individual outcomes cannot be reported without risking identification. However, internal assessment information, observation and progress tracking indicate that disadvantaged pupils made progress that was broadly in line with their peers from their individual starting points. Regular phonics, reading and fluency interventions supported improved accuracy and confidence, and formative assessments showed strengthened language, vocabulary and writing stamina over the year.

Attendance for this group remained generally positive, and there were no behaviour or wellbeing concerns that required additional external support. All eligible pupils accessed curriculum visits, enrichment and wider learning experiences, ensuring equity of opportunity across the year.

Overall, the school is on track to meet the intended outcomes of the strategy. The approach to flexible parent-directed support, combined with the use of remaining funding to enhance intervention staffing, continues to work well. No significant changes to the strategy are required at this stage.