

Pupil premium strategy statement – Ford End C of E Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ford End C of E Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	16 students (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Tate
Pupil premium lead	Sarah Tate
Governor / Trustee lead	Gill Howeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24, 240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,240

Part A: Pupil premium strategy plan

Statement of intent

At Ford End Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

All children, no matter what their external factors are, have the right to a high-quality education with exciting enrichment activities for learning. Within our Vision: 'Hope and a Future', disadvantaged children have the same opportunities as other children whether it be academically, emotionally or socially.

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 PPG pupils are challenged in the work that they're set and have high expectation for them at all times, including when completing homework;
- act early to intervene at the point, need is identified;
- adopt a whole school approach in which all staff take responsibility for PPG pupils' outcomes and raise expectations of what they can achieve, including assessing the PPG children separately.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged children have gaps in their English and maths knowledge. This was impacted further by Covid-19 school closures.
2	Our assessments and discussions with pupils and families have identified that some disadvantaged pupils have emotional and mental health issues.
3	Attendance of disadvantaged pupils is below the national average and below that of 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 maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that as many children as possible have met the expected standard, or have met/exceeded their academic targets.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that as many children as possible have met the expected standard, or have met/exceeded their academic targets.
Wellbeing and mental health has improved for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 are demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant level of participation in enrichment activities (at least 80%), particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 is demonstrated by: <ul style="list-style-type: none"> the overall attendance for disadvantaged pupils is in line with non-disadvantaged pupils (and in line with national average) percentage of all pupils who are persistently absent being in line with national average, including those who are disadvantaged

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: £463

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>CPD training for teachers in high quality teaching for all in English and maths.</p> <p>Specific CPD for teachers in English and maths depending areas in which they need support.</p>	<p>CPD is a good way to improve staff confidence and the teaching in the subject. Teachers who feel less confident in maths / English will benefit from learning from experts and networking with others. When a teacher attends a CPD event, they will share their findings with other staff.</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1

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

Budgeted cost: £12,100 25% of LSA salaries

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>25% of LSAs salary will be paid for, who will work with PPG children in class or small intervention groups to support language skills.</p>	<p>Additional English sessions targeted at disadvantaged pupils who require further phonics/English/spelling/grammar/maths support.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2

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

Budgeted cost: £11,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational visits and clubs to increase cultural capital</p>	<p>Clubs and educational visits enable children to socialise and try new skills. These skills can support their ongoing well-being and help disadvantaged children develop new skills.</p>	2 and 3
<p>Project:ME</p>	<p>Paid specialists support the mental wellbeing of the children and help them to cope with challenge in a more positive way.</p>	2 and 3

Strategies in place to support good attendance.	The use of awards for children with high attendance, SAM Bear award, Senior Attendance Champion meetings and letters with families who have poor attendance. The rewards encourage the children to attend school.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Last year we aimed to improve the cultural capital of all children, including the disadvantaged and therefore strengthen their resilience and mental health. Across the year, 54/64 (85%) children attended at least one club throughout the year, 12/16 (75%) of pupil premium children attended a club and 8/11 (73%) of SEND children attended a club. 100% of children attended a trip or topic day. Nurture and counselling were provided to those who needed it. Older children also participated in Project:ME that combined learning about physical and mental health and taught the children about positive wellbeing. Our Ofsted report noted the strength of enrichment and children seemed content and confident in school.

Learning support assistants were deployed to children who needed support in English and maths and interventions happened regularly. The SENDCo planned swift and timely interventions and supported teachers with target setting and how to support children with SEND in the classroom. Our results showed that at the end of Key Stage 2, 64% of pupils met their age-related expectation in reading, writing and maths which shows how the extra support benefitted those children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	