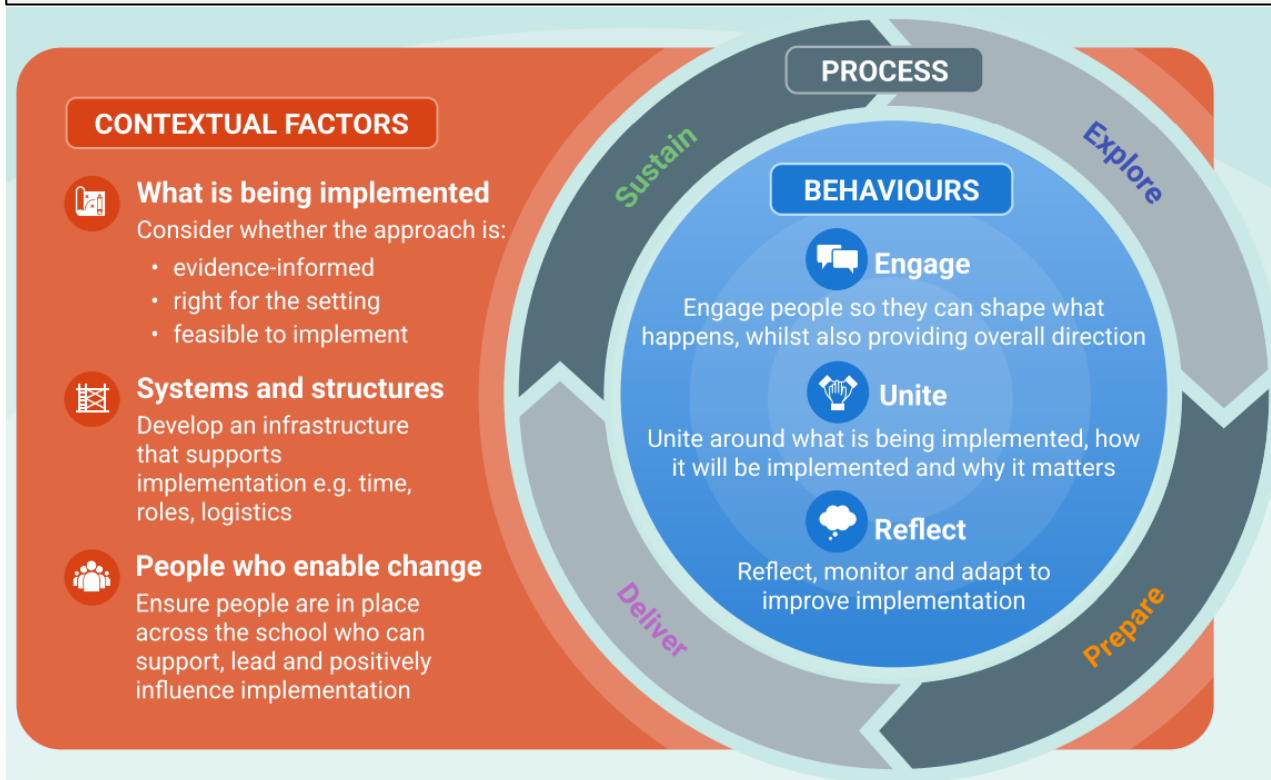


Pupil Premium strategy statement – Ford Primary School



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ford Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.27
Statement authorised by	David Sammels
Pupil premium lead	Sarah Sandey
Governor / Trustee lead	David Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,263.00
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	£144,263.00

Part A: Pupil premium strategy plan

Statement of intent

At Ford Primary, 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 Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Head of School and Executive Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the school.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

We recognise that Service children have their own unique needs and use the funding to support these effectively.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Pupil Premium pupils are everyone's responsibility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low entry points Oral Language and Vocabulary:</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Early Reading and Phonics:</p> <p>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.</p>
3	<p>Low entry points mathematics:</p> <p>Internal and external (where available) assessments indicate that mathematic attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p>
4	<p>Attendance:</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>2023-24: PP: 90.78% Non-PP: 94.02%</p>
5	<p>Social, Emotional, Mental Health:</p> <p>Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased following the pandemic. 42 pupils currently require additional support with social and emotional or learning needs.</p>

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
<p>High quality tuition / booster</p>	<p>There will be increased access to time, space, resource and expertise, enabling the acceleration of progress towards ARE (Reading, Writing and Maths).</p> <p>Measure: <i>Number of pupils attending tuition/booster provision</i> <i>Subject Leader Intervention Impact Report</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
<p>High quality teaching & learning</p>	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD & monitoring package, including NPQs, enabling the acceleration of progress towards ARE (Reading, Writing, Maths and Oral Language).</p> <p>Measure: <i>Staff pupil voice, evidence of CPD strategy and internal QA records</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
<p>High quality in school support and intervention</p>	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (Reading, Writing, Maths and Oral Language).</p> <p>Measure: <i>Impact evidence from TAs, subject specialists, CT, HLTAs and external partners</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
<p>To achieve high attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 7% (2023-24: 95% national average and 92% School attendance). School Target 2024/25= 93.6% • The percentage of all pupils who are persistently absent being no more than 20% (School Target).

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: £65, 353

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust research informed monitoring cycle to ensure that practice is directly informed by, and impacts, learning within the classroom.</p>	<p>EEF: Small Group Tuition +4 months EEF Phonics +5 months EEF – Collaborative learning approaches + 4 months EEF: One to One Tuition +5 months</p> <p>EEF 5 a day principle https://walkthrus.co.uk/ https://www.ruthmiskin.com/programmes/phonics/</p>	<p>1, 2, 3</p>
<p>Cross School Collaboration to:</p> <ul style="list-style-type: none"> -Increase L&M capacity -Drive core curriculum SL development -Add specialist SEND development -Extend the school day provision 	<p>EEF: Metacognition and self-regulation + 7 months EEF – Reading Comprehension strategies + 6 months EEF Phonics + 5 months EEF: One to One Tuition + 5 months EEF: Small Group Tuition +4 months EEF – Collaborative learning approaches + 4 months EEF: Extending School Time +2 months</p>	<p>1, 2, 3, 4, 5</p>
<p>Targeted Oral Language and Vocabulary support</p> <p>To include: S&L Screening in EYFS (early identification and immediate action); Targeted S&L support (Livewell); Targeted S&L interventions (in house)</p>	<p>EEF: Oral Language interventions + 6 months</p>	<p>1, 2, 5</p>

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

Budgeted cost: £37,429.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended opportunity for intervention, e.g. Tuition, Easter School, residential experiences	EEF – Reading Comprehension strategies + 6 months EEF: Small Group Tuition +4 months EEF – Collaborative learning approaches + 4 months EEF: Summer Schools + 3 months EEF: Extending School Time School +2 months	1, 2, 3, 4, 5
1 x Reading TA for targeted small group intervention	EEF – Reading Comprehension strategies + 6 months EEF Phonics + 5 months EEF: Small Group Tuition +4 months EEF: Extending School Time School +2 months EEF: Supporting School Attendance	1,2,3,5
1 x ELSA support	EEF: One to One Tuition + 5 months EEF: Social & Emotional Learning + 4 months EEF: Small Group Tuition +4 EEF: Supporting School Attendance	1, 2, 3, 4, 5

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

Budgeted cost: £41,268.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast & After school Club	EEF: Extending School Time School +2 months EEF: Social & Emotional Learning + 4 months Keeping Children Safe in Education EEF: Supporting School Attendance	4
Family Support Advisor	EEF: Parental Engagement +4 months EEF: Social & Emotional Learning + 4 months Keeping Children Safe in Education EEF: Supporting School Attendance	4, 5
2 x Administrators contributing to the Welfare and Inclusion Team)	EEF: Parental Engagement +4 months Keeping Children Safe in Education EEF: Supporting School Attendance	4, 5
Educational Psychologist or other MAST specialist services	EEF: Parental Engagement +4 months EEF: Social & Emotional Learning + 4 months Keeping Children Safe in Education EEF: Supporting School Attendance	4, 5
Education Welfare Officer	EEF: Parental Engagement +4 months EEF: Social & Emotional Learning + 4 months Keeping Children Safe in Education EEF: Supporting School Attendance	4, 5

Total budgeted cost: £144,051

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 2023 to 2024 academic year.

In 2023/24, the amount of Pupil Premium pupils in Year 1 achieving the Phonics Check increased on the previous year by 5ppt. In addition to this the Pupil Premium pupils in Reception achieving GLD, increased by 20ppt from the previous year (2022/23).

The KS2 Pupil Premium performance (see table below) at the end of 2023/24 saw Ford Primary fall roughly in line with national figures for PP performance in Writing, Maths and Combined results. There was a more significant difference in the Reading measure (-16ppt), which in turn impacted the results of the overall cohort. Due to the high number of Pupil Premium pupils (particularly in Y4, 5 & 6), additional targeted interventions and high-quality teaching to accelerate progress levels, remains a focus of our current plan.

KS2 2024	FPS PP	National PP
Reading % achieving ARE+	46% (-16)	62%
Writing % achieving ARE+	50% (-8)	58%
Maths % achieving ARE+	55% (-4)	59%
RWM % achieving ARE	38% (-7)	45%

Overall attendance of Pupil Premium pupils (see table below) in 2023/24 was slightly lower than in the preceding year at 92.6% (0.1%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.2% higher than their peers and persistent absence 5% higher.

Year Group	Attendance figures for 2023-24		GAP
	PP	NPP	
Year R	86.8%	89.3%	2.5%
Year 1	90.8%	92.8%	2%
Year 2	92.4%	92.9%	0.5%
Year 3	94.7%	95.3%	1.4%
Year 4	92.2%	93.4%	1.2%
Year 5	88.1%	89.9%	1.8%
Year 6	89.1%	95.7%	6.6%
Whole School	92.6%	94.8%	2.2%

Attendance remains an overall whole school priority at Ford. The Year 6 attendance gap last year at 6.6% would have undoubtedly contributed towards the attainment achieved at the end of KS2 and lessons have been taken from this cohort.

Moving forward, the data demonstrates that the PP gap was at its highest in Year 1 at 2%, followed closely by Year 5 at 1.8% and Year 3 at 1.4%. It is instrumental that Year 2, 4 and 6 remain a focus during weekly WILT meeting and that vulnerable families are supported strategically through in-house provision. WILT make up a strong team in identifying and supporting families and their pupils with their attendance at Ford, ensuring that the wider services available to us are used effectively in this process.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
The Library Service	The Library Service
Talk boost	Talk boost
BLAST	BLAST
RWI	RWI
MAST	MAST
Walkthrus	Walkthrus

Further information (optional)

Ford Primary's pupil premium strategy has been supported and shaped in its construction by Kingsbridge College (Research Schools Network). Working on behalf of the EEF, they provide valuable opportunities for Pupil Premium leads and school leaders to develop their approach in tackling the disadvantage gap, and to network with other leaders in Devon and Cornwall.