

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	Fordcombe C of E Primary School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Blackburn
Pupil premium lead	Chris Blackburn
Governor / Trustee lead	Sue Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,690
Total budget for this academic year	£30,690
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Fordcombe's Christian vision is that we look to Jesus who teaches us that we can: 'be a light', that we are all unique, all worthy, all capable of growth; that through finding success at school all children and adults can 'shine their light' with pride and confidence; and that through Christ's love and guidance we can 'share God's light'; inspiring others so that all in the Fordcombe family flourish and achieve fullness.

We are committed to improving outcomes for all pupils. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, with provision closely matching the needs of the children. We believe in providing an education that not only ensures that each pupil achieves their best academically but also one that gives children a love learning and prepares them for their next stage of education.

We work hard to ensure that each child in our care is happy, healthy and feels safe both at school and at home. We value the development of the Fordcombe child and wish to enable children to enjoy learning and develop skills for life.

Our ultimate objectives are to:

- ✓ *Remove barriers to learning created by poverty, family circumstance and background*
- ✓ *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- ✓ *Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- ✓ *Develop confidence in a pupil's ability to communicate effectively in a wide range of contexts*
- ✓ *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- ✓ *Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world, and to cultivate our communities cultural capital*

In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with high-quality CPD to ensure that access to effective quality first teaching for all pupils*
- *Provide targeted intervention and personalised provision to quickly address identified gaps in learning .*
- *Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences*
- *Provide opportunities for all pupils to participate in enrichment activities including sport and music*
- *Provide appropriate nurture support to support pupils in their emotional and social development.*

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 reading among disadvantaged pupils is weaker than non-disadvantaged pupils. 67% of disadvantaged pupils met the Expected standard across three years 2021-2024 vs 91% non-disadvantaged that met the Expected standard in the same three years.
2	Assessments indicate that Maths achievement and progress among disadvantaged pupils is lower than non-disadvantaged pupils. 53% of disadvantaged pupils met the Expected standard across three years 2021-2024 vs 81% non-disadvantaged that met the Expected standard in the same three years.
3	Although the numbers are small, assessments indicate that some disadvantaged pupils enter EYFS with receptive and spoken language below their peers. This has an impact on how they access the curriculum in EYFS and Key Stage 1. In addition, some disadvantaged pupils in Years 1 and 2 are below their peers in the acquisition of phonics (17% disadvantaged pupils met the Expected Standard across the three years 2021-2024 vs 92% non-disadvantaged pupils that met the Expected standard in the same three year period). This has the potential to limit these pupils' access to the curriculum in Key Stage 2.
4	25% of our pupils eligible for Pupil Premium also have additional educational needs in the classroom (Summer 2024) and there are multiple barriers to learning. Assessments and observations show that these additional needs can prevent barriers to learning without the correct adaptations to lessons.
5	Our observations and a well-being survey (July 2023) indicated that some of our disadvantaged children are experiencing social and emotional challenges. The pupil survey showed that all children could name a trusted adult that they could speak to but that some felt that left out or isolated on the playground.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes are more closely aligned with that of non-disadvantaged pupils at Fordcombe and are above national averages for Reading.
Improved Maths attainment among disadvantaged pupils.	KS2 mathematics outcomes are more closely aligned with that of non-disadvantaged pupils at Fordcombe and are above national averages for mathematics.
Improved phonics attainment among disadvantaged pupils.	Phonics outcomes in Year 1 are more closely aligned with that of non-disadvantaged pupils at Fordcombe.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

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

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for senior practitioner to support other practitioners at school.	Study suggests that of a three-tiered approach to supporting disadvantaged and vulnerable children, improving whole-class teaching has the most impact. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 + 2 + 3 + 4
Release time to support teachers reviewing and embedding high-quality teaching across school	Supporting whole class teaching is the most effective way to raise standards for all pupils, including disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2

Support staff to develop expertise in supporting pupils in class as well as those with additional needs.	SEN Support Assistant to facilitate support for (ASD / SEMH) through interventions such as Social Stories and whole school approaches such as Restorative Justice.	1 + 2 + 3 4 + 5
Improved knowledge on how to support	SEN Support Assistant to complete National Professional Qualification in Special Educational Needs in order to improve targeted support for disadvantaged pupils.	1+ 2+ 4

Targeted academic support

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support of small groups of pupils from teaching assistants using targeted interventions	Studies show that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. We use teaching assistants to support small groups, using structured interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 + 2 + 3
Use of oral language Interventions across school to support disadvantaged pupils in EYFS and KS1	Studies show that oral language (including Speechlink and Language Link interventions) have a high impact on pupil attainment when run consistently throughout a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 + 3

Wider strategies

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-school link worker to support families with signposting and positive engagement.	Studies show that parental engagement has a positive impact on the attainment of pupils at school, with strategies being more effective with the parents of young children if messages are delivered in a personalised positive manner. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

<p>Learning Mentor to continue to work as an ELSA, working with vulnerable children, linking to Kent Educational Psychology Service (KEPS)</p>	<p>Studies have found positive impact of mentoring, particularly for disadvantaged pupils, on non-academic outcomes such as attendance, attitudes to school and behaviour, particularly when it is sustained over a period of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>5</p>
<p>Financial support for pupils to attend school trips, residentials and provision of school uniform.</p>	<p>Feedback from past parents, as well as studies on parental engagement, suggest that impact on pupil attainment is positive of supporting disadvantaged families financially to access a full breadth of school activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4 + 5</p>

Total budgeted cost: £32,700

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 year end 2022, 2023 and 2024 academic years.

Across the three years from there were fifteen pupils eligible for PPG in Year 6 from 2022 to 2023. 53% (8 from 15) of pupils eligible for the Pupil Premium Grant attained at least the Expected standard in Reading, Writing and Mathematics in this time.

There were five pupils eligible for PPG in Year 6 in 2023. 100% (5 from 5) of pupils eligible for the Pupil Premium Grant attained at least the Expected standard in Reading, Writing and Mathematics.

Over two years, 2021-2023, 8 from 10 pupils (80%) in successive cohorts attained at least the Expected standard in Reading, Writing and Mathematics.

Over the three year period, from 2021-2024, 43% (3 from 7) of pupils eligible for the Pupil Premium Grant attained the Expected standard for Reading, Writing and Number in Year 2 (Reading: 4 from 7; Writing: 3 from 7; Maths: 4 from 7)

17% (1 from 6) of pupils eligible for the Pupil Premium attained the Expected standard in the Year 1 phonics check in June 2022-2024. Of these pupils, 3 from 4 attained the Expected Standard in Year 2. It is expected that the two pupils that did not meet the threshold in Year 1 (2024) will meet the threshold in Year 2. Additional support is in place for those pupils that did not reach the standard in each year.

Speechlink and Language Link interventions continue to be run by experienced teaching assistants. We increased the number of staff members able to run these interventions to four and have increased the consistency and frequency of these sessions to better support pupils.

The school's Learning Mentor is now trained as an Emotional Language Support Assistant –and within supervision meetings links directly to the Kent Educational Psychology Service (KEPs) throughout the year.

The school has an inclusive policy when it comes to visits and trips: all pupils were able to attend all the trips, visits and activities at school, including the residential field trip for Year 5 and 6 which took place in June: we applied for and were successful in receiving grants to enable this to happen.

The school's Home School Link Worker and Learning Mentor supported children through the year with anxiety, self-esteem, confidence and friendship issues. Both team members are Designated Safeguarding Leads at school. Weekly Pastoral Care Team meetings seek to address the well-being needs of all pupils across the school.