

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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	Fordcombe C of E Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	37.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2024
Date on which it will be reviewed	NA
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	£27,402
<b>Total budget for this academic year</b> <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>	£27,402

## 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. In addition, partial school closures have had an impact on progress in reading fluency and understanding nationally, as well as at Fordcombe.
2	Assessments indicate that Maths achievement and progress among disadvantaged pupils is lower than non-disadvantaged pupils. Pupil Premium children in Year 6 achieved very well in the summer of 2023. However, assessments at the end of 2023 year demonstrated lower attainment for disadvantaged pupils in Maths in Year 1, Year 2, Year 4 and Year 5.
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, an impact that has the potential to limit their access to the curriculum in Key Stage 2. Partial school closures have had an on-going impact on progress in the acquisition of phonics.
4	20% of our pupils eligible for Pupil Premium also have additional educational needs in the classroom (2022). 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 in 2024 show that 67% of disadvantaged pupils met the expected standard in Reading (Based on 15 pupils across three years).
Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024 show that 53% of disadvantaged pupils met the expected standard in mathematics. (Based on 15 pupils across three years).
Improved phonics attainment among disadvantaged pupils.	Phonics outcomes in 2024 show that more than 17% of disadvantaged pupils met the expected standard. (Based on 6 pupils over across three years).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 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: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for senior practitioner to plan for and then support Early Career Teacher and teaching staff new to Fordcombe	Study suggests that of a three-tiered approach to supporting disadvantaged and vulnerable children, improving whole-class teaching has the most impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1 + 2 + 3 + 4
Release time to support using a 'Lesson Study approach' for teacher new to Mastery concepts in a mixed-age class.	Supporting whole class teaching is the most effective way to raise standards for all pupils, including disadvantaged children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2

Support staff to develop expertise in supporting pupils in class as well as those with additional needs	Senior staff to run a series of CPD workshops for support staff on supporting whole class teaching as well as supporting pupils with additional needs (ASD / SEMH) through interventions such as Social Stories and whole school approaches such as Restorative Justice.	1 + 2 + 3 4 + 5
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### Targeted academic support

Budgeted cost: £9,200

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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
Learning Mentor to continue to work as an ELSA, working with vulnerable	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.	5

children, linking to Kent Educational Psychology Service (KEPS)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
Peripatetic music tuition for some disadvantaged children in KS2	Studies suggest that Arts participation can have a positive impact on academic areas in outcomes in other areas of the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1 + 2 + 3 + 5
Financial support for pupils to attend school trips, residential and provision of school uniform.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4 + 5
Financial support to allow all disadvantaged pupils to access an extra-curricular club	Studies show that being involved in physical activity such as in a sporting or athletic club has a small positive impact on pupil outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1 + 2 + 3 + 4 + 5

**Total budgeted cost: £29,200**

## 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.