

# Pupil premium strategy statement – Fordham All Saints C of E 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	84
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Carla Dale
Pupil premium lead	Mrs Carla Dale
Governor / Trustee lead	Mr Dean Jefferys

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£5,655

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to ensure that all pupils, regardless of background or disadvantage, are supported to achieve highly and to thrive socially, emotionally, and academically. Our ultimate objective for our disadvantaged pupils is to remove barriers to learning so that they can access the full curriculum, make strong progress, and develop the confidence and independence needed to fulfil their potential.

Although our Pupil Premium cohort is very small (3 pupils out of 84), we are committed to identifying and addressing individual needs. Our strategy plan works towards our objectives by prioritising high-quality teaching, targeted academic intervention, and personalised provision that responds directly to each child's specific challenges.

Attendance for the majority of our Pupil Premium pupils is strong, and we will continue to monitor this closely to maintain high engagement and ensure early intervention where needed. Our approach is rooted in early identification, consistent monitoring, and evidence-based practice, ensuring that support is responsive, proportionate, and aligned with what research shows to be effective.

The key principles that underpin our strategy are:

- Equity, not equality. Support is personalised so that each child receives what they need to succeed.
- High-quality teaching first. Strong classroom practice benefits all pupils, particularly those who are disadvantaged.
- Early identification and timely intervention – needs are recognised quickly and addressed before they become barriers.
- Evidence-informed decision-making – strategies are chosen based on research and impact.
- Whole-child development – academic progress, wellbeing, attendance, and confidence are all valued outcomes.

Through this approach, we aim to ensure that disadvantage does not limit opportunity or outcomes, and that every Pupil Premium pupil is supported to achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Two of the three Pupil Premium pupils require additional educational support, with gaps in reading, writing and maths that affect their ability to access the full curriculum.
2	SEND related behaviours to learning means that one pupil requires adapted teaching approaches, structured routines, and additional adult support to engage fully and make progress.
3	Due to disadvantage, some pupils have reduced access to enrichment, cultural capital experiences, or extracurricular activities that support confidence and aspiration.
4	Although attendance is strong for two pupils, one pupil requires ongoing monitoring and support to ensure engagement remains high and barriers are addressed early.

## 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
To improve core subject outcomes.	Pupils will make expected progress from their starting points, with gaps narrowing over time.
To provide effective SEND support to enable full access to the curriculum.	Tailored support enables pupil to engage positively, develop independence, and make strong progress relative to need.
Increased participation in enrichment and wider opportunities.	All Pupil Premium pupils will access enrichment activities, trips, and clubs, supporting confidence, wellbeing, and personal development.
To improve and sustain high attendance.	Attendance for all Pupil Premium pupils will remain at or above school expectations, with early intervention where concerns arise.

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3875

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in the delivery of our writing curriculum, which has been re-written to reflect evidence-based strategies, with a focus on transcription.	<p>DFE - The New Writing Framework (2025) has set out key elements which have been included in our English Curriculum. (Explicit teaching of transcription, composition, use of model texts, and high quality texts).</p> <p>DfE guidance based on evidenced cognitive science principles.</p>	1, 2, 4
High Quality training of our chosen phonics programme.	DfE – Reading Framework and EEF – Early literacy approaches lead to 4 months additional progress for young children.	1,2,4
High quality teaching / training for early maths to support fluency and number sense. Support also provided from Essex Maths Hub	The EEF highlights that effective early numeracy approaches can provide, on average, seven months of additional progress.	1,2,4
In class support for pupils	Scaffolding pupils learning for independence. (EEF high impact) Use of metacognition and positive mindset (EEF very high impact for very low cost)	1,2

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

Budgeted cost: £ 1580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Application of LSA intervention training, with a focus on Phonics and Early Reading, writing and Maths.	<p>LSA's will receive updates in the following evidence-based interventions:</p> <p>Precision teaching (evidence-based intervention delivered by Educational Psychologists in Essex)</p> <p>Use of pre-teaching (EEF high-impact)</p> <p>Little Wandle Revised Phonics Training for Rapid Catch up – Aligned with DfE Reading Framework (2023)</p> <p>Early Number Sense training provided by the Essex Maths Hub</p> <p>DfE Reading Framework (2023) – Based on cognitive science principles.</p>	1, 2, 4

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

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meetings-supported by the Local Authority Attendance Specialist	Impact from previous attendance/lateness meetings with parents has shown both have significantly improved.	1,2,3,4
Access to clubs	This has proven to give all pupils equal access to extracurricular activities which in turn has supported	1,2,3,4

	their social and mental well-being. Evidence from speaking to parents and pupils. ('No Child Left Behind' Marc Rowland)	
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**Total budgeted cost: £5,655**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Two pupils were eligible for Pupil Premium funding during the academic year (2 out of 96), with one pupil leaving mid-year. Because the cohort is extremely small, percentage-based data can appear distorted and is not representative of wider school trends. Impact has therefore been assessed using teacher assessments, observations, and wider indicators such as attendance, engagement, and wellbeing.

One pupil had significant SEND needs, and although their progress was not reflected in numerical data, they made substantial gains in communication, engagement, emotional regulation, and independence, which greatly improved their access to learning. The second pupil made expected academic progress from their starting points, up until the point they left the school.

The PPG enabled children to have the follow:

- High-quality teaching
- Targeted intervention
- Personalised support
- Close monitoring of attendance, wellbeing, and engagement

Overall, both pupils made meaningful progress appropriate to their individual needs. Pupil Premium funding enabled each child to receive bespoke support, including high-quality teaching, targeted intervention, and close monitoring. The school remains on track to meet the intended outcomes of the strategy, with personalised provision proving particularly effective for this small cohort.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*