

Pupil premium strategy statement – Forton Primary School

This statement details our school's use of pupil premium (and recovery 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	89
Proportion (%) of pupil premium eligible pupils	16.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 -2028
Date this statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2028
Statement authorised by	Lorna Boase
Pupil premium lead	Lorna Boase
Governor lead	Peter Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25160
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£25160

Part A: Pupil premium strategy plan

Statement of intent

At Forton Primary School:

- we ensure that teaching and learning opportunities meet the needs of all pupils.
- we 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.
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we reserve the right to allocate the Pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- pupil premium funding is allocated following a needs analysis which identifies priority classes, groups or individuals: limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate that although many of our children who receive Pupil Premium are achieving but some need to make further progress to be on track in reading, mathematics and particularly writing.
2	Observations show under developed oral language skills and vocabulary gaps some disadvantaged pupils across R -Y6.
3	From discussions with families and pupils we know that a number of pupils do not have the same opportunities outside of school than others.
4	We are having an increase in pupils starting school mid-year. 95% of these pupils are receiving Pupil Premium.

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
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Ensure that outcomes for pupils in receipt of pupil premium are at least in line with age expected standard in all areas of the curriculum due to high quality teaching and targeted individual support.	Data shows that 100% of pupils have made accelerated progress and are working at least age expected standard.
Improved language skills and vocabulary.	Assessments and observations show increased language skills and this is supported by lesson observations, conversations with pupils and work in books.
To gain a wealth of learning experiences formal and informal in and out of school.	All pupils have experienced a wide range of varied experiences to enhance their learning and their vocabulary.
All pupils new to school settle into school life smoothly and quickly.	Data shows that pupils have continued to make at least expected progress from their old school.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in assessing writing accurately in order to support learning.	42% of PP children were assessed as being at age expected standard.	2
CPD for staff in writing strategies.	42% of PP children were assessed as being at age expected standard	2

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

Budgeted cost: £17660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring support in class for targeted interventions and pupils.	Known and trusted TA in each class to provide support for pupils or to enable teacher to support pupils. One to one tuition /EducationEndowmentFoundation/EEF Smallgroup tuition/Toolkit strand/ /EducationEndowmentFoundation/EEF	1 2 4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support	Social and emotional learning approaches have a positive impact of additional progress. EEF Guidance about wider strategies focusing on well being and mental health.	1 2 3 4
General support to enable pupils to access extracurricular activities, educational visits.	Based on our experiences we need to support some of families so that the children are able to access the opportunities on offer.	3

Total budgeted cost: £ 25160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The PPG allocation for **2024/2025** was targeted:

- To provide individual or small group work with an experienced teacher focused on overcoming gaps in learning e.g. 1:1 support.
- To provide additional learning support opportunities provided through trained TAs as a Learning Mentor.
- To aim to accelerate progress to move children at least age related expectations in all areas of the curriculum.
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Impact:

Targeted TA support has meant that 10 pupils have made accelerated progress in reading and 5 in maths.

The range of clubs on offer was attended by targeted pupils.

All pupils attended the residential trip.

Mid year arrivals to school were supported, settled in well and have made progress.

Targeted pupils able to access Breakfast and After School Club.