

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	90
Proportion (%) of pupil premium eligible pupils	16.6%
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 2026
Date on which it will be reviewed	2 nd July 2027
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	£22, 265
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>	£22,265

Part A: Pupil premium strategy plan

Statement of intent

At Forton Primary School, we are committed to ensuring that all pupils—particularly those who are disadvantaged—are supported to achieve their full potential.

We aim for disadvantaged pupils to:

- Be confident, resilient, and motivated learners
- Achieve strong academic outcomes across the curriculum
- Develop high aspirations for their futures
- Leave our school well-prepared for the next stage of education

Our Key Objectives

- **Close attainment gaps**
Ensure disadvantaged pupils achieve outcomes in line with, or better than, their peers.
- **Secure strong progress over time**
All disadvantaged pupils will make at least expected progress, with many exceeding expectations.
- **Remove barriers to learning**
Address challenges such as attendance, wellbeing, and language development.
- **Promote inclusion and opportunity**
Ensure equal access to enrichment, experiences, and wider opportunities.

Our Approach

We will:

- Use a **tiered model** (teaching, targeted support, wider strategies)
- Focus on a **small number of high-impact priorities**
- Base decisions on **strong evidence and research**
- Monitor, review, and adapt provision to meet pupil needs

Challenges

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

Challenge number	Detail of challenge
1	Some PP pupils have additional needs requiring tailored support

2	A number of PP pupils experience social, emotional, or traumatic challenge
3	Some PP pupils are not meeting age-related expectations
4	Limited access to enrichment opportunities outside school
5	Lower attendance affecting learning continuity

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 progress for disadvantaged pupils with SEND	<p>SEN PP pupils demonstrate at least expected progress in targeted areas at each assessment cycle.</p> <p>Teacher and TA feedback indicate pupils are more confident in their learning.</p> <p>The behavior for learning of our SEN pupils is demonstrably good.</p>
Stronger emotional wellbeing and resilience for those pupils affected by ACEs.	<p>Pupils have regular access to pastoral support, counselling or therapeutic interventions.</p> <p>Emotional and behavioral incidents decrease termly, tracked via CPOMS.</p> <p>Pupil questionnaire show an increased sense of safety, well being and engagement.</p> <p>Teachers report improved readiness to learn.</p>
Accelerated progress and attainment in core subjects at each assessment point	<p>Termly tracking shows PP pupils closing the gap with non disadvantaged groups.</p> <p>Targeted support demonstrate measurable impact, evidenced by assessment data.</p> <p>Progress data indicates that PP pupils make at least expected progress from baseline.</p> <p>Teacher assessments and tests confirm improved attainment.</p>
Equal access to enrichment All pupils participate in clubs, trips, and wider opportunities, allowing them to develop interests and social skills.	<p>100% of PP participate in extra curricular club each term.</p> <p>Feedback from pupils reflects their enjoyment and involvement.</p>

	<p>Staff observations record enhanced confidence and teamwork.</p> <p>Parental questionnaires indicate satisfaction with the range of clubs on offer.</p>
<p>Improved attendance</p> <p>Attendance meets or exceeds national expectations</p>	<p>Termly attendance data shows improvement for disadvantaged pupils to above 95% and any persistent absenteeism to reduce by at least 50%.</p> <p>Early intervention procedures (phones calls, meetings and support plans are implemented consistently for pupils at risk of low attendance.</p> <p>Positive outcomes between improved attendance and improve attendance and improved academic and pastoral outcomes.</p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD on inclusive teaching, explicit teaching of behaviours for learning and adaptive teaching.	EEF: High-quality teaching has the greatest impact on disadvantaged pupils: strategies such as explicit instruction, modelling and scaffolding are strongly recommended in the EEF Improving Literacy and Improving Mathematics Reports.	1,2,3
Implement whole school feedback approach (responsive teaching, verbal feedback, "close the gap strategies.)	EEF Toolkit: Feedback = +6months progress. Clear, consistent feedback accelerates progress for disadvantaged pupils.	3
Training and coaching for Teaching Assistants to deliver structured Interventions and	Making Best use of Teaching Assistants Report: structured TA – led intervention leads to 3-4 months additional progress.	1,3

support pupils with SEND.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition in phonics, reading comprehension, writing and maths.	EEF Toolkit: 1:1 tuition = =% months, small group tuition =+4 months., Phonics =+5 months	1, 3
<i>Structured SEND interventions (Precision teaching, dyslexia interventions, SALT support.)</i>	EEF Toolkit: targeted interventions aligned with diagnostic assessments are strongly recommended: structured programmes consistently show positive impact.	1

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

Budgeted cost: £ 12,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Trauma Informed Practice within the classroom and introducing Social and Emotional Learning Curriculum SEL	EEF Toolkit: SEL =+4 months. Effective for pupils with trauma/ACE's: improves self regulation.	2
Pastoral mentoring/key adult support for pupils impacted by ACEs.	EEF: Mentoring has mixed evidence overall but strong results when structured SEL and behaviour interventions (both= 4 months) significantly improve engagement and attendance.	2,5
Attendance Strategy including Early Intervention, behaviourally informed	EEF: Attendance interventions show indirect academic benefits and behavioural approaches improve attendance ==\$ months.	5

communication, family meetings and attendance incentives.		
Subsidised access to enrichment (trips, clubs, residential, after school provision, music tuition).	EEF Toolkit: Arts participation =+3 months; Enrichment builds cultural capital and motivates engagement.	4
Breakfast/transition support for vulnerabl pupils to ensure soft start to the day.	EEf Toolkit: evidence: environment and routines reduce anxiety and increase readiness to learn: linked to behaviour and attendance improvements.	2,5

Total budgeted cost: £ 22,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The PPG allocation for **2025/2026** 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 8 pupils have made age expected standard in reading, writing and 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.