FORDBRIDGE COMMUNITY PRIMARY SCHOOL

Pupil premium strategy statement

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
School name	Fordbridge Community Primary School
Number of pupils in school	534
Proportion (%) of pupil premium eligible pupils	56% FSM6 62.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 -2027
Date this statement was published Last published	03 September 2024 04 September 2025
Date on which it will be reviewed	04 September 2026
Statement authorised by	Harriett Simcox
Pupil premium lead	Harriett Simcox/ Sally Rance
Governor / Trustee lead	Sam Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428,445
Recovery premium funding allocation	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£428,445

FORDBRIDGE COMMUNITY PRIMARY SCHOOL

Part A: Pupil premium strategy plan

Statement of intent

Fordbridge school has a strong vision and a belief that all children can achieve the highest standards if they are inspired and engaged by quality first teaching and learning. We have rigorous structures which focus on challenging staff to have the highest expectations for all pupils, including the disadvantaged. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years; those who are children looked after (LAC) and those who are service children. Schools have the freedom to spend the Pupil Premium in a way they think will best support the raising of attainment for the most vulnerable pupils, enabling us to overcome the challenges faced by our disadvantaged pupils. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our ultimate objectives are:

→ For all disadvantaged pupils in school to meet or exceed national expected progress and attainment, achieving in line with others

→ Continue to narrow the gap between disadvantaged and non-disadvantaged over the next three years

→ To improve the attendance of our disadvantaged pupils

→ To raise aspirations and expectations of all pupils, particularly the disadvantaged

The pupil premium grant (PPG) was created to provide funding for three key areas:

• Raising the attainment of disadvantaged pupils and closing the gap with their peers

• Providing funding for LAC and previously LAC (PLAC).

• Supporting pupils with parents in the armed forces

Challenges

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

Challenge number	Detail of challenge
1	School readiness, with a focus on oracy - speech and language. Disadvantaged pupils typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.
2	High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils.
3	Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do not develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions
4	Poor attendance and persistent absence, family confidence and concerns following the pandemic.
5	Low levels of attainment on entry, EEF shows an attainment gap of 4.6 months between PP and non-PP on entry.
6	Historically low levels of parental aspiration and pushing the limits

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
Quality first teaching is maintained, which supports pupils to close the gap between peers.	Quality first teaching across school is consistently evaluated as highly effective and having a positive impact on pupils' achievement as shown through MER. High quality continuous professional development supports teaching learning so that all groups of leaners make at least good progress. Oracy is embedded across school, with high quality interactions, which then supports reading and writing. Accelerated progress made so proportions of pupils eligible for disadvantaged pupils meet age-related expectations at least in line with other non-disadvantaged pupils nationally. RWI approach to phonics. Resources support delivery and ensure followed with fidelity, supporting development of PP pupils, particularly in language development Live marking and feedback demonstrate progress within lessons and misconceptions being rapidly addressed (evidenced through book scrutiny, lesson observation, learning walks and pupil interview). A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants.

Ensure that pupils consistently achieve highly, particularly the most disadvantaged	Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers. Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Fordbridge is in line with the national expectations. Disadvantaged pupil progress in GD maths to be inline with National Percentage of disadvantaged pupils who attain greater depth to increase to national. TAs provide effective support for the focus group of pupils, ensuring at least good progress.
A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed. Focusing on supporting metacognition to develop skills to equip children for life.	Pupils are engaged and motivated. They have opportunities across a wide curriculum and range or of experiences including; access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world. Outdoor environments promote **gross motor skills**, **social interaction**, and **exploration.** Personal development is promoted that go beyond the curriculum, with a wide choice of free clubs daily and having the choice to select an experience linked to creativity and aspirations through Fordbridge Futures. Children attend at least one weekly club and complete 45 hours of extra-curricular opportunity annually.
Continue to improve and support attendance and behaviour for disadvantaged pupils. Pupils able to self-regulate better and engage in learning.	Enable disadvantaged pupils to achieve in line with other pupils nationally at the end of each key stage. Improve attendance to the national average (94.6%) and reduce persistent absence to the national average (13 %) Children are emotional secure through a universal offer.

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: £308,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching - Deputy Headteachers to be released to coach and mentor staff, following the principles of leadership leverage, through Instruction Coaching.	EEF Guide to the Pupil Premium (2025)	1/3/5/6

Core subject leaders and experienced teachers, are now trained in coaching and supporting in live lessons. Experienced subject leaders are now coaching and mentoring leaders new to subject leadership. **Focus on oracy development with exploratory and presentation talk.** • : Focused CPD on pedagogy, curriculum, and assessment. • **Curriculum design**: Broad, balanced, and knowledge-rich. • **Cognitive science principles**: Retrieval practice, spacing, and metacognition. **Professional development** Bespoke idealised programme of CPD based upon the Principals of instruction. Alongside this staff will continue with NPQSL. Staff to participate in new to leadership training. All subject leaders are attending subject networks through Prosper Together MAT. Uniformed criteria through a teaching matrix to support and develop teachers, with a common language and consistent approach. **Ensure quality first teaching** and learning across the school leading to an improved standard of teaching, so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged as well as dedicated time for developing Middle Leaders. Subject leaders have central support, in regularly reviewing their subjects to ensure, granular detail with each subject sequence. All subject leaders are receiving bespoke CPD through the National College. Subject leaders are driving evidence-based approaches to improve curriculum implementation. Focus across all subjects on curriculum design, retrieval practice, spacing, and metacognition.	Ambition Institute Instructional Coaching Programme Voice 21 – Oracy Curriculum, Culture and Assessment Toolkit EEF Guide supporting school planning 2020-2021 highlights the importance of prioritising high-quality instruction in the classroom. EEF Guide Moving Forwards, Making a Difference (2022-23) EEF remote learning – rapid assessment evidence Feedback approaches and educational attainment in children and young people Published 16 August, 2021 EEF Attainment Gap report 2018 acknowledges QFT has a significant impact. Mastery learning concepts demonstrates an impact of plus 5 months for very little cost. T Sherrington ‘Teach everyone better’ B Rosenshine ‘Excellence in teaching model’ EEF toolkit +8months when instant feedback strategy is applied. Early years interventions moderate impact (+5 months). *Mike Gershan ‘Feedback loop’* *Dylan Williams ‘Using feedback effectively’* *EEF recommendations* *‘Making the best use of teaching assistants.* Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Assessment for learning Further develop ‘live’ assessment for learning opportunities, so that is has maximum impact on individual progress within the lesson. Deputy Headteacher released to carryout		1/3/5

achievement meetings to take place termly, with regular health checks on PP children, per subject per class, increasing the profile and closing gaps. Monitoring focus per term are focused upon the power 5 pupils. DHT assess and monitor offer beyond universal for PP children such as interventions, pre and post teach.	EEF Teaching Assistant Interventions Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) Best Start in Life - strategy (published July 2025) RWI - EEF Evaluation Findings Impact on younger pupils (ages 4–9): Children using Read Write Inc. Phonics daily made about one month's additional progress in reading compared to peers in the control group. Impact on disadvantaged pupils: Pupils eligible for Free School Meals (FSM) made around three months' additional progress when using RWI.	
Over staffing of Teaching Assistants in phase 1. Develop the social, linguistic, communication and language skills for all pupils entering EYFS, supporting disadvantaged pupils to make accelerated progress and achieve a Good Level of Development (GLD), from a low starting point. Adaptations for those children who are well below GLD in year 1, with bespoke plan and curriculum based on PSED. Regularly reviewed and fluid. Interventions for phonics, Handwriting, Numicon, Reading, Language skills, Fine Motor Skills delivered by Phase 1 Teaching Assistants. Mastering Number / Neli / Read Write Inc Oral language interventions Ensure high quality interactions. Adapt for Oracy needs in current Reception with BLAST taught as whole class autumn term. Review throughout the year. Teaching assistants across Phase 2/3 to support with in class learning, through training and support to ensure effective deployment. Bespoke CPD for TAs on specific interventions and TA standards. TA matrix developed, with pre and post teaching CPD. AHT monitor impact regularly. TA CDP linked to plan do review model, regarding learning plans and using insight to record process.		1/3/5

Small group targeted support for PP children, with a focus on 'keep up' interventions and pre-tutoring of language and vocabulary, supported through the use of knowledge organisers. Personalised visual resources, using symbols, are used to improve accessibility. All teacher receiving bespoke CPD, through SISS Team, SEND audit through SENDIA award place, National Collage linked to a specific area of SEND.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Ensure all staff, including those new to school have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs, enabling rapid progress of disadvantaged. MAT wide curriculum review completed with clear next steps to ensure it is an outstanding curriculum. SEND and PP review and to provide next steps for most vulnerable pupils on codifying document. Maths Hub . Advisory teacher support plus a range of CPD across all subjects. Ford-bridge Community Primary School is part of Prosper Together Multi-academy Trust whereby good practice is collaborated through a range of networks. AHT NCETM accredited PD lead and Primary Mastery Specialist Programme, awarded with Pri-mary Mastery Specialist status. SLE and geographical / historical association support in reviewing and writing the curriculum sequence for subjects. Continually adapt to meet our local community, ensuring content is relevant to and relatable for our pupils. Senior Leadership team review curriculum regularly and as part of the equality award, ensure that it represents the community / demographic and global context.		1/3/5

Develop and revise Maths with discrete arithmetic lessons, to support basic skills, through the introduction of number sense and fluent in five. Continue to embed. Mastery in number introduced in the early years. White Rose has been implemented across Years 1-6 to improve fluency in number, consistency in lesson structure and providing a mastery approach. x2 arithmetic lessons weekly (Years 2-5) to revisit prior learning. End of unit assessments are held at the end of each topic, to assess learning. Maths Resources – Invest in maths of the day and outdoor learning, maths times table programme and termly assessments. Increase in concrete resources to support understanding and language development. Times Table Rockstars is used from Years 1-6. Year 4 also have an additional targeted times table session. Learning by Questions is used in year 6 to support children 'keeping up' with their peers. All pupil receive a revision CPG book in year 6 to support with home learning.		
Reading bundle increased collection of reading material for each year group to accelerated progress and engagement in reading. RWI continues to be delivered as some pupils begin their time at Fordbridge with a lower than expected level of development in speaking and listening. The lowest 20% of all pupils, are listen to read 3x a week, years 2-6, fluency is then tracked and used to target and support. Spelling Shed is used to improve spellings across the school. All pupils receive a book each year at their level to keep and enjoy at home, so by the time they leave school they will have a collection. Discounted book fair 3 times a year, 3 books for £5.		

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

Budgeted cost: **£134,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Banding of PP children, so that staff are aware who are our most vulnerable and bespoke targeting. Continue to improve and support behaviour for disadvantaged pupils in order to enable them to achieve in line with other pupils nationally at the end of each key stage. Further develop self-regulated learners, who are aware of their strengths and areas to develop, and motivate themselves to engage in learning. Introduce and embed skills builder across the school whilst developing SMILE to support positive emotional health and well-being strategies. Embed strategies which are tailored to meet individual needs, with individual targeted approaches and mentoring programmes, including: • EEF metacognition training for SLT • EEF TAPs science project • Speech and language therapist 1x day per week • Art therapist 24/25 (25-26 this has been evolved through an in-school trained councillor, allowing further children to be supported) • SISS support for 120 hours and 110 of Behaviour Support Team • Qualified councillor to work with 1:1 children 2 afternoons a week. • EEF Oracy training for School Improvement Team • EEF catch-up Reading – 1:1 support for PP children in the lowest 20% year 4 • TFW training KS1 • Time to Talk introduced • Neli programme to support speech and language development • BLAST intervention in EYFS • Our voice heard for SEND PP pupils • Talk and draw • STOP box • Ordinary magic Additional capacity to support behaviour and MHWB of identified children across the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand |	1/ 2 / 4 / 6

National Tutoring Programme – Academic mentor employed to support 1:1 and small group catch up across Phase 3. Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. In-school tutoring using school funding: multiplication yr 4, GD maths (Year 6). DHT regularly monitors planning and outcomes. Data is regularly reviewed. DHT run lunchtime reading club each week – target PP pupils, with additional opportunities to listen to an adult read. Employing an additional teacher for the for Phase 1, phon-ics AM and catch up PM. Employment of staff member 4 days per week to support phonics and maths across year 1 and 2. DHT phonics 4 days a week in year 2 until end of the autumn term and then 4 days a week in year 1.	Education Endowment Foundation | EEF EEF evidence indicates that tutoring can be effective, delivering 5+months Extensive evidence shows metacognition can provide a high impact (+4 months) for a very low cost. EEF report metacognition and self-regulated learners. Costa & Garston 'Learning how we learn.' Guy Claxton 'Helping children become better learners.' Social and Emotional Learning – Moderate impact for moderate cost, based on extensive evidence (EEF Toolkit).	5/6
SEND characteristic highlight speech, language and communication needs as a high primary need. Speech and language therapist / 1 day per week Ongoing, x36 pupil premium pupils targeted for 25-26. *Clear focus on supporting Phase 1 with small group and whole class strategies.* SEND PP intervention with qualified coach each week.		1
Art therapist / 1 day per week – 25/26 In school councillor working across school for at least 2 hrs per day with targeted children. CEST will focus on providing support to children to explore their thoughts and feelings that may lie behind their difficulties and emotional distress. We offer both initial early intervention and more long-term intensive support where it is needed. 1:1 session with children are identified through the inclusion team. SEMH support for LAC children fortnightly.		2

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

Budgeted cost: *£120,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Extensive number of extra-curricular activities 35 afterschool clubs a week remain offered at no cost. Codifying system prioritises opportunities for the most vulnerable pupils. Pupil voice informs variation of clubs. Extended school time / after-school pro-grammes Offering a range of experiences including; access to resources, trips, visitors in order to broaden their knowledge and perspective of the world. Ensure children are in school and ready to learn. Breakfast club offered daily from 8am to 8.30am, with a free breakfast and drink, 94 children attend daily on average. There is also an offer of a free PE session from 8am to 8.30am through a qualified coach. Subsidising Residential trips. Supporting cultural capital, ensuring out of school experiences for PP children, with the same opportunities offered. Purchase Absolute Education to support tracking of clubs for PP and vulnerable groups, targeting pupils to attend. Children's University passports. To ensure all PP children have informed aspirations and knowledge of the range of vocations possible to them. Annual Graduation historically held at Birmingham Fordbridge University in the Great Hall, where approximately 200 pupils attend. Fordbridge Futures is now Flourishing Futures and used MAT wide, which links directly to vacations in order to raise aspirations, and extend beyond the academics, technical and vocational experiences. Graduation ceremonies, raise the profile of aspirations with in the community. Extended hours for Sports Club through Central Coaching to enable children to attend school on time and ensure a positive start to the day. Supporting a smooth and consistent start to the day, where upon basic needs are met with a focus on disadvantaged children.	Behaviour Interventions - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit). Social and Emotional Learning - Moderate impact for moderate cost, based on extensive evidence (EEF Toolkit).	4/6
Employment of Assistant Child & Family Support Worker to ensure an increase in		2 / 4 / 6

the attendance of all Pupil Premium pupils and a reduction in the number of Pupil Premium pupils who are persistently absent Improving attendance and readiness to learn for the most disadvantaged pupils Persistent absence, family confidence and concerns following the ongoing pandemic.	EEF Behaviour Interventions Behaviour interventions | EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	
Implement SMILE across school to develop the positive emotional health and well-being strategies. Embed SMILE and strategies to support good mental health and well-being across the school. Life base education to support children in PSHE curriculum.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Purchase of diversity books, with a Monday story and reflection assembly. Re-launch virtual library.		4
Ensuring children have access to professional counselling services, including bereavement support if needed. Listening school developed through Place to Be – with school councillor available through a listening clinic during lunchtimes. Further development of listening school into phase 2.		2
Additional capacity (learning mentor) in phase 2 to support behaviour and MHWB of identified children, especially those PP SEND. Learning mentors over unstructured times / lunchtime to support pupils. This incudes a lunchtime club. Training for Learning mentors on zones of regulation to support vulnerable children.		2 / 4 / 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures – clear attendance SDP plan and Senior Leader Champion. Employment of external attendance and welfare officer to assist in improving attendance (CSAWS) Continuing with Attendance panels with CSAWS and Attendance Lead to challenge children with persistently low attendance.		5 / 6
Employment of behaviour manager to lead and develop the outdoor learning provision		1 / 3 / 4 / 6

for students with complex learning needs and challenging behaviour. Outdoor/adventure learning Deliver outdoor sessions across the curriculum for different classes linking to their topics. Development of outdoor forest school area, for KS1, EYFS and year 4. Outdoor learning provision across EYFS. Outdoor provision across EYFS to promote prime areas with PD being targeted. Introduction of pilot for “Get cycling” for Phase 1 to promote PD.		

Total budgeted cost: *£562,840*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025.

As per EEF research, quality first teaching remains paramount for closing the gap. Termly achievement meetings were focussed on the alignment of formative data being reflected in summative data. From this information gathered using INSIGHT, POWER children were identified (5 per teacher, per subject). These children had intense intervention for one term only with the intention of exiting. They received; bespoke interventions, pre-teach 3x per week in maths, regular book looks, daily reading, guided write support and tutoring. Additional focus on higher achieving pupil premium children and closing the gap (see school development targets). *Further details on the Teaching and Learning Report – June 24*

MAT review June 2025.

'The school's commitment to developing independent learners is clear. Pupils are becoming increasingly reflective, resilient, and resourceful. Reciprocal learning strategies are evident in classroom practices, with pupils confident in collaborating and discussing their ideas with others. These approaches are not only helping them deepen their knowledge but also building their confidence and enjoyment of learning. There was no difference between pupil premium and non-pupil pupils with the expectations in books or the enjoyment and engagement of learning from the pupils.'

Disadvantaged pupils showed significant improvement in oracy skills, as demonstrated through pupil voice, learning walks and monitoring, supported by our instructional coaching programme focusing on pupil oracy

Achievement – Teaching

All teachers received bespoke coaching, based upon the instructional coaching model, this resulted in ensuring a consistency in quality first teaching and all groups of learners making good progress.

End of the academic year outcomes KS2: Disadvantaged children at Fordbridge achieve higher than disadvantaged children nationally and inline with National ALL in many areas, demonstrating the effectiveness of targeted interventions and quality first teaching.

High-attaining disadvantaged pupils were provided with tutoring, targeted interventions and pupil voice, resulting:

78% of disadvantaged pupils met age-related expectations in reading, this is 3% higher than NA ALL and 15% higher that NA disadvantaged. 24% met GDS this is 3% above NA disadvantaged.

70% of disadvantaged pupils met age-related expectations in writing, this is 2% below NA ALL, but 11% above NA disadvantaged. 16% met GDS, this is 3% above NA ALL and 9% NA disadvantaged.

76% of disadvantaged pupils met age-related expectations in GPS, this is 16% above NA disadvantaged and 3% NA ALL. 24% met GDS this is 5% above NA disadvantaged.

73% of disadvantaged pupils met age-related expectations in maths, this is inline with NA (1% below) and 12% above NA disadvantaged . 19% met GDS this is 4% above NA disadvantaged .

65% of disadvantaged pupils made the combined expected standard in reading, writing and maths. This is 3% above national ALL and 18% above national disadvantaged.

KS1 and EYFS outcomes (for disadvantaged pupils)

KS1 reading PP pupils 75%
KS1 writing PP pupils 63%
KS1 maths PP pupils 72%

Phonics PP pupils 78% , 9% above NA disadvantaged .

GLD PP pupils attained 70%, 18% above NA disadvantaged children and 2% above National all.

Year 4 Multiplication Check

Disadvantaged children outperform national ALL significantly.

Attendance and Behaviour – Targeted

Disadvantaged children's' attendance was 92.7%, inline with NA of 92.6%

Persistent absence among disadvantaged pupils is 22.2% compared 24.4% NA. Supported by robust attendance monitoring, family engagement initiatives, and targeted pastoral support.

- 22% of children received support which resulted in improved behaviour, reductions in sanctions and the mental well-being of pupils.
- Pupil Premium-funded wellbeing programmes contributed to a approximately a 23.9% decrease in suspensions,24% re-duction in behavioural incidents, alongside improve self-confidence and engagement in learning
- Phase 2 and 3 have access to the Time to Talk Box, 45 children requested support for reasoning ranging from family bereavements, to friendships, supporting resilient and managing their own feelings.
- 6 children received counselling support around anxiety and self regulations. 4 children received regular checking's and emotional support whose families were receiving support from social care.
- 48 young cares accessed a lunchtime drop in along with regular activities and events.
- 4 Pupil Premium pupils accessed art therapy each week, supporting SEMH, behaviour and resilience, self esteem and emotional regulation.

Positive Impact on Wellbeing and Personal Development

Pupil voice actively shapes school improvement, including involvement in recruitment, learning walks, and peer tutoring programmes.

Targeted clubs such as SEND bowling, Archery, Girl Power, Resilience and EAL clubs have been introduced to increase participation among underrepresented groups.

Over 250 pupils from Phases 2 and 3 have collectively completed more than 100 hours of extra-curricular activities, with some pupils exceeding 500 hours, celebrated through high-profile graduations attended by over 400 parents and sponsored by NEC.

Strong partnerships with local and national stakeholders (NEC, Citizencens Advice and local support groups) enhancing personalised experiences, support for families and career awareness.

Annual Careers Day for Year 6 pupils and regular assemblies featuring diverse external visitors (authors, sports personalities, religious figures) enriched pupils' knowledge and aspirations.

Flourishing Futures was linked to the life skills framework, ensuring activities develop key skills such as leadership, creativity, and teamwork, while celebrating diverse pioneers to reflect the school's inclusive values.

Carefully curated trips and residentials provide varied experiences exposing pupils to different cultures, faiths, and environments, with specific adaptations for groups such as Young Carers.

- **Parent views (out of 214 responses)**

100% of pupils attend an after school club.

99.5% of pupils enjoy a club.

97.2% felt that it linked to and support the curriculum.

98.6% - supports wider development

93% supports with attendance

97.7% supports with behaviour (no red cards attend) – suspensions halved this academic year (both number of pupils and sessions missed).

Over 90% said extra-curricular opportunities were excellent. 8% 'good'

SEND Provision (Speech and Language Therapy):

Pupils requiring additional support receive targeted interventions, including small group and one-to-one sessions focusing on receptive and expressive language skills. These interventions aim to enhance pupils' comprehension, expression, and overall communication abilities, thereby supporting their learning across all curriculum areas. Specific speech difficulties are addressed through tailored support to improve articulation and intelligibility.

Comprehensive Speech and Language Reports are generated for each child, detailing their strengths, weaknesses, and personalised action plans. Progress is monitored closely, with targets reviewed and adjusted as required. Collaborative working with class teachers where the SaLT modelled lesson and strategies, increasing staff expertise is essential to ensure consistency and effectiveness of the agreed strategies.

2024 ' I just wanted to write to let you know that we are hearing some really lovely and positive feedback from parents regarding your school, your SENCO and your inclusive practice. We always like to take the time to write to schools when we receive positive feedback as we feel it is really important to highlight and say thank you. Best wishes Chair and Director Solihull Parent Carer Voice C.I.C. Ltd

- 10 Pupil Premium pupils have accessed support from ACFSW, completed regular checks who historically had been PA's providing emotional support and encouragement to improve individual attendance. 12 families have received support from ACFSW around issues such as attendance, routine and boundaries.
- 31 Pupil Premium pupils have accessed SaLT (10 will be discharged from school SaLT caseload. 16 have complex S&L needs and majority have other external professional involvement). Have a direct positive impact on Speech and language, alongside increased confidence.

Speech and language intervention has had a direct positive impact on pupils speech fluency as well as an increased confidence and social skills, with 10 children being discharged from the caseload.

SEND pupils (who are 2 yrs below, working on the continuums) eligible for Pupil Premium funding, demonstrated measurable progress towards their individual targets, achieving or exceeding their expected progress in core subjects, facilitated by bespoke interventions and close home-school communication.

Curriculum Enrichment:

The school is committed to providing enriching experiences for all pupils while mitigating financial burdens on families. To this end, the school subsidises educational visits, both on and off-site, to maximise participation. This strategy has enhanced parental engagement and enabled a wider range of learning opportunities. Residential experiences are prioritised as key to curriculum enrichment. To support accessibility, the school offers substantial subsidies, with parents making staggered payments. This approach has improved parental engagement and financial viability.

Free breakfast and after school clubs have been established to provide diverse extracurricular activities. Led by school staff, the clubs offer a range of options including physical activity, well-being, and creativity. Pupil Premium / LAC children are prioritised for club attendance. All disadvantaged pupils have access to a wide range of enrichment activities, including music, sports, and cultural visits, enriching their personal development and contributing to improved motivation and attendance.

Provision of 35 extra-curricular clubs, all free of charge, selected based on pupil voice to ensure relevance and engagement. Uptake of clubs and activities is rigorously tracked using Absolute Education, with a focus on equity across pupil groups (PP, EAL, SEND, gender). With 88% of our disadvantaged pupils from Year 2-6 access a free extra-curricular club on a weekly basis.

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	62%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	81%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	74%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	74%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	62%	67%	-6 pp

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	81%	80%	1 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	74%	78%	-3 pp

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	74%	79%	-5 pp

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mastering Number	NCETM
Science TAPS EEF	Primary Science Teaching Trust
Catch- Up Literacy	Claxton Trust (EEF recommendation)
Nuffield Early Language Intervention (NELI)	Nuffield Foundation**, in partnership with** OxEd & Assessment
Phonics	Read Write Inc. Phonics
BLAST (Boosting Language Auditory Skills Training)	BLAST Technique® Association

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

Menu of support and intervention

Aim: At Fordbridge, we consider a tiered approach to Pupil Premium, to improve teaching, targeted academic support and wider strategies, in line with the Education Endowment Foundation (EEF) Pupil Premium Guide, to in turn improve outcomes for all socio-economically disadvantaged pupils.

Active ingredients:

1) Improved staff awareness of the complexity of disadvantage.

2) Use of variety of data to support implementation of evidence -based interventions.

Pupil Premium Alert Score

Pupil Premium- Pink

Over 50- Blue

Over 100- Green

Band A	
- Quality first teaching	
- Attendance key person	
- SAS priority	- EHCP priority
- Residential funding	- Trips subsidise
- Support with food parcels / presents for holiday period	
- Mentor priority for interventions	- pre/post teach priority
- SaLT caseload priority	- Book look priority
- Tutoring priority	- Club and extra-curricular priority

Band B

- Tutoring priority
- Quality first teaching
- SAS 2nd priority
- EHCP 2nd priority
- Mentor priority for interventions
- pre/post teach priority
- SaLT 2nd caseload priority
- Book look 2nd priority

Band C

- Teacher awareness & monitoring
- Quality first teaching
- Tutoring
- Book look 3rd priority
- Mentor priority