

Old Ford Primary Academy Pupil premium strategy statement 2024/25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Old Ford Primary Academy
Number of pupils in school	635 (YN-Y6)
Proportion (%) of pupil premium eligible pupils	53%
Academic year that our current pupil premium strategy plan covers	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Bill Holledge (CEO)
Pupil premium lead	Kevin Jones (Principal)
Governor / Trustee lead	David Willis (Link director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (estimated as at October 2023)	£495,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£495,800

Part A: Pupil premium strategy plan

Statement of intent

- Disadvantaged pupils make up over 50% of our total cohort. Our aim for all of our pupils, including our disadvantaged, is to make outstanding progress and attainment across all areas.
- We are also focussed on ensuring that our pupils have the very best curricular and extra curricular opportunities and are not disadvantaged due to their family circumstances. Providing these opportunities is a key part of our strategic plan and contributes greatly to our outcomes as well as ensuring that all pupils have a well-rounded education.
- The Covid-19 pandemic has had the most impact on our most vulnerable learners and their families. We are still seeing this impact several years later, particularly on our younger learners who have had a very disrupted start to their schooling. The support provided by our inclusion team, including learning mentors, the School Home Support Manager as well as working with other outside agencies is a vital part of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	The Covid-19 pandemic has impacted most severely on the most vulnerable learners and their families. We will face additional challenges this year due to our pupils having missed a significant amount of time in school because of the Covid-19 pandemic. This is especially apparent in our younger pupils who were born in the pandemic period or had their first years during this time.
2	Pupil attainment on entry to school is exceptionally low with pupils up to 18 months below their chronological age.

3	Pupils come from language and literacy poor environments with limited access to cultural and social experiences. Parent/carer engagement in pupils' learning is low.
4	Significant proportions of pupils, and their parents/carers, have social or emotional needs or mental health issues, which impact their learning.
5	Attendance has suffered as a result of the pandemic. We are still feeling the after effects of this.
6	In line with the national picture, we are seeing increasing numbers of pupils with significant SEND needs, in particular diagnosed or suspected ADHD and autism.

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 levels of progress and attainment across all year groups and additional support put in place to catch pupils up and mitigate the effects of the Covid-19 pandemic	90% of our pupils will achieve the expected level with 50% achieving the higher standard (Trust targets, in line with making progress of top 5% of schools nationally)
Achieve an attendance rate that is above the national rate and reduce levels of persistent absence	Attendance % above national rate PA rate less than national.
Continue to provide broader curriculum and extra-curricular opportunities for pupils to develop character, resilience and independence and improve physical and mental wellbeing.	Improved fitness rates as measured by regular fitness assessments. Rates of pupils taking part in extra curricular clubs and sporting activities.

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: £12,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of peer observation and coaching model (based on Dylan William's SSAT) to continue to improve standards of teaching and learning across the school.</p> <p>Release time for peer observations and staff meeting time/training</p> <p>£6,750</p>	<p>Building on over 20 years of research by Dylan Wiliam and Siobhan Leahy, this programme has shown to make a positive impact on student achievement and teacher behaviours. The Education Endowment Foundation found that schools which implemented the programme found:</p> <ul style="list-style-type: none"> • learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score • learners in the lowest third for prior attainment made more progress than their classmates in the top third • teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged experimentation with formative assessment strategies. 	<p>1. 2. 3.</p>
<p>Release time and training fees for all staff, including support staff, to attend specific training in specialised areas (e.g. SEND)</p> <p>£5,893</p>	<ul style="list-style-type: none"> • EEF evidence suggest that well trained and effectively deployed teaching assistants can improve pupil outcome by up to 5 months. 	<p>1. 2. 3.</p>

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

Budgeted cost: £286,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£40,000 for additional staffing in KS1, LKS2 and UKS2 to improve the pupil:teacher ratio and ensure that pupils attain the nationally expected levels.</p>	<p>EEF state that reducing class size appears to result in around three months' additional progress for pupils, on average. Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p>	<p>1. 2. 3. 6.</p>
<p>£43,736 to part fund the salaries of 2x APs who lead RWI in EYFS, KS1 and KS2 for 1 day a week each.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>The impact of this type of intervention in the past is evident in our KS1 phonics test pass rate which is regularly above 90%.</p>	<p>1. 2. 3. 6.</p>
<p>£19,000 for additional, targeted interventions across the school</p>	<p>EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average</p>	<p>1. 2. 3. 6.</p>
<p>£19,000 YR 1:1 language programme (NELI)</p>	<p>EEF evidence suggests that early years and pre-school interventions have a positive impact, delivering an average</p>	<p>1. 2.</p>

	of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	3. 6.
£43,000 Additional 1:1 and small group tuition to address gaps resulting from Covid disruption	EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average	1. 2. 3. 6.
£40,000 on additional synthetic phonics one-to-one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in phonics and to increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. The impact of this type of intervention in the past is evident in our KS1 phonics test pass rate which is regularly above 90%.	1. 2. 3. 6.
£25,000 on the purchase and maintaining of phonics resources to support phonics teaching in YN, YR, Y1 and Y2.		1. 2. 3. 6.
£27,000 on the purchase and administration of a school wide spelling programme to support pupil learning.	As part of their 'Improving Literacy' guidance, the EEF recommends structured, high quality interventions. Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	1. 2. 3. 6.
£23,000 on the purchase of additional reading books for class	Regular, independent reading at home is important to develop pupils' fluency and breadth of reading. It is also a way	1. 2. 3. 6.

libraries so pupils can borrow and read high quality books at home.	of parents/carers supporting their children's learning.	
£2,000 for a hardship fund to support families in financial difficulty.	We have set aside this money to support families to ensure their children can continue to attend school.	1. 4. 5.
£4,545 on the Mathematics Mastery programme, resources and a support package of CPD/development days	EEF reports that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	1. 2. 3.

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

Budgeted cost: £196,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
£4,680 to fund the work of an Attendance and Welfare adviser. The impact of the work of this at OFPA last year is also evidenced by our improved persistent absence figure which is below the national benchmark.	The impact of the work of this at OFPA pre-pandemic is evidenced by our attendance and improved persistent absence figures which are in line with national benchmarks.	1. 3. 4. 5.
£16,770 to increase parent/carer involvement through the work of 1x home school support manager (0.7 FTE)	If carefully targeted and evaluated, EEF evidence indicates that increasing parental engagement in primary and secondary schools had on average of two to three months' positive impact.	2. 3. 4. 5.
£53,851 to fund three learning mentors to work with vulnerable pupils, to increase their resilience	On average, Social Emotional Learning interventions have an identifiable and valuable impact	1. 4.

and participation, and to remove barriers to learning	on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment as identified by the EEF.	5. 6.
£5,000 magic breakfast to subscribe to 'Magic Breakfast' a charity that provides resources, training and support for our breakfast club, increasing capacity and our offer to pupils from vulnerable families £11,200 for 2x staff members and 1x kitchen assistant to staff the above.	Targeting vulnerable pupils helps improve punctuality, attendance and also ensures that they are not hungry and 'ready to learn.'	4. 5.
£10,000 to part fund an onsite 'pop-up' swimming pool to ensure that all OFPA pupils have the best chance of reaching the governments end of KS2 swimming requirements of being able to swim 25m unaided. (remainder of cost will be met by a funding application)	As well as the obvious benefits from being able to swim competently, EEF report that there are wider benefits from regular physical activity in terms of physical development, health and wellbeing. Other potential benefits have been reported also such as improved attendance.	1. 2. 4. 5.
£30,000 to fund additional interventions to support extremely vulnerable pupils and their families	As part of their 'Improving Literacy' guidance, the EEF recommend structured, high quality interventions. We also will use external partners to provide e.g. mental health support to anxious pupils and families.	1. 2. 4.
£3,225 to fund a Reading Plus targeted online reading	Reading Plus is an adaptive literacy programme that improves fluency, comprehension,	1. 2. 3.

<p>programme aimed at building fluency and comprehension.</p>	<p>vocabulary, stamina, and motivation. Used in more than 7,800 schools. Reading Plus produces 2.5 years of progress in just 60 hours of personalised instruction</p>	<p>6.</p>
<p>£44,150 to help fund valuable 'hinterland' experiences, trips, residential and other educational visits outside of the classroom, regardless of family income.</p>	<p>Educational visits provide a key stimulus for writing. An EEF trial involving 23 primary schools based on writing from a memorable experience, boosted writing levels by up to 9 months</p> <p>Overall, studies of adventure learning interventions, such as school residential, consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on no</p>	<p>1. 2. 3. 4. 5. 6.</p>
<p>£9,000 to part fund the salary of a Trust Director of Safeguarding and attendance</p>	<p>The DoS provides expert support and guidance to the inclusion, safeguarding and attendance teams in school.</p> <p>DfE studies indicate that pupils who consistently attend school achieve better outcomes and are more likely to pursue higher education and ultimately secure better employment opportunities.</p>	<p>3. 4. 5. 6.</p>

<p>£9,000 to part fund the salary of a Trust Director Curriculum and Pedagogy</p>	<p>The Director of Curriculum and Pedagogy works with staff on planning, adapting and delivering the curriculum effectively. EEF state that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.

Total budgeted cost: £495,800

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 2023 to 2024 academic year.

Unverified end of key stage data for 2023/24 shows the impact of our pupil premium spend on outcomes:

YR GLD	83%
Y1 phonics pass	89%
KS2 reading, writing, maths combined	77% at+, 21% GDS

The FFT early results service shows that OFPA disadvantaged/pupil premium pupils scored higher than **all** FFT pupils nationally:

	National all pupils	OFPA pupil premium	OFPA all pupils
Reading scaled score	105	107	107
Mathematics scaled score	104.4	108.2	108.5
Writing scaled score	102	106	106

<i>Activity</i>	<i>Impact</i>
<p>Teaching:</p> <p>Continued focus on pedagogy, teaching and learning, and peer observation.</p>	<p>Quality of teaching graded 'outstanding' by Trust commissioned external retired HMI inspectors, November 2023</p> <p>Strong end of keystage outcomes. All end of keystage individual and combined attainment data ahead of national averages. (see data below)</p>

<p><u>Targeted academic support:</u></p> <p>Additional staffing in KS1, LKS2 and UKS2 to improve the pupil:teacher ratio and ensure that pupils attain the nationally expected levels.</p> <p>Additional, targeted interventions across the school</p> <p>YR 1:1 language programme.</p> <p>Additional synthetic phonics one-to-one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in phonics and to increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1.</p> <p>Purchase of phonics resources to support phonics teaching in YN, YR, Y1 and Y2.</p> <p>Purchase and administration of a school wide spelling programme to support pupils learning.</p> <p>Purchase of additional reading books for class libraries so pupils can borrow and read high quality books at home.</p> <p>Hardship fund to support families in financial difficulty.</p>	<p>All end of keystone individual and combined attainment data ahead of national averages.</p> <p>EYFS/KS1 2023/24 outcomes:</p> <ul style="list-style-type: none"> • GLD - 83.1% • Y1 phonics - 89% • KS1 outcomes: <table border="1" data-bbox="791 725 1477 1055"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81%</td> <td>39.2%</td> <td>106.8</td> </tr> <tr> <td>Writing</td> <td>81.7%</td> <td>8.5%</td> <td>103</td> </tr> <tr> <td>Mathematics</td> <td>88.6%</td> <td>49.4%</td> <td>108.9</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>RWM</td> <td>63.8%</td> <td>7.5%</td> <td></td> </tr> </tbody> </table> <p>KS2 outcomes:</p> <table border="1" data-bbox="791 1256 1477 1563"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> <th>APS</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> <td>43%</td> <td>107.3</td> <td>0.3</td> </tr> <tr> <td>Writing</td> <td>87%</td> <td>-</td> <td></td> <td>2.2</td> </tr> <tr> <td>Mathematics</td> <td>90%</td> <td>46%</td> <td>108.5</td> <td>2.6</td> </tr> <tr> <td>Grammar</td> <td>87%</td> <td>36%</td> <td>109.6</td> <td>-</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>RWM</td> <td>76.7%</td> <td>21.1%</td> <td></td> <td></td> </tr> </tbody> </table>		EXS	GDS	APS	Reading	81%	39.2%	106.8	Writing	81.7%	8.5%	103	Mathematics	88.6%	49.4%	108.9					RWM	63.8%	7.5%			EXS	GDS	APS	Progress	Reading	83%	43%	107.3	0.3	Writing	87%	-		2.2	Mathematics	90%	46%	108.5	2.6	Grammar	87%	36%	109.6	-						RWM	76.7%	21.1%		
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<p><u>Wider strategies:</u></p> <p>Funding of a LA Attendance and Welfare adviser.</p> <p>Increase parent/carer involvement through the work of 1x home school support manager (0.7 FTE)</p> <p>Funding fund three learning mentors to work with vulnerable pupils, to increase their resilience and participation, and to remove barriers to learning</p> <p>Funding a part-time SEAL (Social and Emotional Learning needs) link worker to provide small group and individual work, building social and emotional skills, to enable some learners to engage more effectively with learning programmes and to give direct intervention to their families.</p> <p>Magic Breakfast subscription.</p> <p>Funding to enable all pupils in Y4, Y5 and Y6 to attend their residential educational visits, and regular educational visits regardless of family incomes.</p> <p>Funding additional interventions to support extremely vulnerable pupils and their families</p>	<p>OFPA attendance for last year was 95.1%</p> <p>This was above the national percentage for all state primary schools (94.5%) No permanent exclusions.</p> <p>11 pupils had incidences of exclusion during 2023/24</p>
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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
RWI Phonics	Read Write Inc. Ltd.
Mathematics Mastery	Ark
Reading Plus	Reading Plus

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.