

Old Ford Primary Academy

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium 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	635 (YN-Y6)
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Bill Holledge (CEO)
Pupil premium lead	Kevin Jones (Principal)
Governor / Trustee lead	David Willis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£491,239
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£491,239

Part A: Pupil premium strategy plan

Statement of intent

- We are seeing an increased prevalence of mental health issues in our school community and within families. 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.
- Disadvantaged pupils make up over 50% of our total cohort. Our aim is for all groups of pupils, including disadvantaged pupils, those with additional needs and others who may face barriers to their learning make strong progress relative to their starting points.
- 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 broad and balanced, well-rounded education.

Challenges

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

Challenge number	Detail of challenge
1	Significant proportions of pupils, and their parents/carers, have social or emotional needs or mental health issues, which impact their learning.
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.	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.
5	Although our current attendance has recovered to above pre-pandemic levels, improving attendance is still a challenge and an ongoing focus for the school.

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
Ensure that all groups of pupils across the school achieve highly and make strong progress relative to their starting points.	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. Provide more opportunities in school to develop pupil voice and pupil leadership.	Improved fitness rates as measured by regular fitness assessments. Rates of pupils taking part in extra curricular clubs and sporting activities. Knock on benefits of improved attendance and outcomes due to improved wellbeing and engagement in 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: **£14,560**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wide focus on the 'Great Teaching Toolkit.'</p> <p>£2,760</p>	<p>The GTT is built on a meta-analysis of 100+ studies, the Toolkit aligns CPD with high-impact pedagogy and student perception data to validate and improve instructional quality</p>	<p>1, 2, 3, 4, 5</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>£7,000</p>	<p>EEF evidence suggests that well trained and effectively deployed teaching assistants can improve pupil outcomes by up to 5 months.</p>	<p>1, 2, 3, 4, 5</p>
<p>Training, support, coaching and development days from assigned trainer as part of Read Write Inc. phonics programme.</p> <p>£4,800</p>		

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

Budgeted cost: **£264,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£50,000 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, 4, 5</p>
<p>£72,500 to part fund the salaries of 3x APs who lead RWI in EYFS, KS1 and KS2 for at least 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>2, 3</p>
<p>£25,000 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>2, 3, 4.</p>
<p>£25,000 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 of around five additional months' progress. The</p>	<p>2, 3, 4.</p>

	approach appears to be particularly beneficial for children from low income families.	
£35,700 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.	<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>	2, 3, 4.
£25,000 on the purchase and maintaining of phonics resources to support phonics teaching in YN, YR, Y1 and Y2.		2, 3, 4.
£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.	2, 3, 4.
£3,000 for a hardship fund to support	We have set aside this money to support families to ensure their	2, 3, 5.

families in financial difficulty.	children can continue to attend school (e.g. providing school uniform)	
£1,500 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. Practical, 'concrete' resources are an important part of the programme	2, 3, 4.

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

Budgeted cost: **£211,979**

Activity	Evidence that supports this approach	Challenge number(s) addressed
£5,589 to fund the work of an Attendance and Welfare adviser.	Evidence shows targeted welfare support increases overall school attendance rates and improves student mental health, leading to higher classroom engagement and better social-emotional development.	2, 3, 5.
£19,356 to increase parent/carer involvement through the work of a 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, 5.
£53,614 to fund three learning mentors to work with vulnerable pupils, to increase their resilience	On average, social and emotional learning interventions have an identifiable and valuable impact	1, 2, 3, 4, 5.

<p>and participation, and to remove barriers to learning</p>	<p>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.</p>	
<p>£1,875 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.</p> <p>£11,400 for 2x staff members and 1x kitchen assistant to staff the above plus cost of additional breakfast items (e.g. milk for cereal, fruit)</p>	<p>Targeting vulnerable pupils helps improve punctuality, attendance and also ensures that they are not hungry and 'ready to learn.'</p>	<p>1, 2, 3, 5.</p>
<p>£12,900 to part fund two half-termly blocks of 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.</p> <p>(rest of cost from Sports Premium)</p>	<p>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.</p>	<p>1, 2, 4, 5</p>
<p>£50,000 to fund additional interventions to support extremely vulnerable pupils and their families</p>	<p>As part of their 'Improving Literacy' guidance, the EEF recommend structured, high quality interventions.</p> <p>We also will use external partners to provide e.g. mental health support and a tier 3 psychotherapist to</p>	<p>1, 2, 4.</p>

	work with anxious pupils and families.	
£3,583 to fund a Reading Plus targeted online reading programme aimed at building fluency and comprehension.	Reading Plus is an adaptive literacy programme that improves fluency, comprehension, 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	2, 3.
£25,662 to help fund valuable 'hinterland' experiences, trips, residential and other educational visits outside of the classroom, regardless of family income.	<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>	1, 2, 3, 4, 5.
£14,000 to part fund the salary of a Trust Director of Safeguarding and attendance	<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</p>	1, 4, 5.

	better outcomes and are more likely to pursue higher education and ultimately secure better employment opportunities.	
£14,000 to part fund the salary of a Trust Director Curriculum and Pedagogy	<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>	1, 2, 3, 4, 5.

Total budgeted cost: £491,239

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2024/25

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

End of key stage data for 2024/25 shows the impact of our pupil premium spend on outcomes:

YR GLD	84%
Y1 phonics pass	94%
KS2 reading, writing, maths combined	65% at+, 17% GDS

Old Ford disadvantaged pupils make up over 50% of our total cohort. The school's IDSR shows that OFPA disadvantaged pupils have outperformed their national disadvantaged counterparts in KS2 RWM over the last 3 years (average 64% vs. 46%) and are close to the 3 year average for national non-disadvantaged (64% OFPA disadvantaged, vs. 68% national non-disadvantaged)

Activity	Impact
<u>Teaching:</u> Continued focus on pedagogy, teaching and learning, and peer observation.	Quality of teaching graded 'outstanding' by Trust commissioned external retired HMI inspectors, (January 2025) Strong end of keystage outcomes. All end of keystage individual and combined attainment data ahead of national averages.
<u>Targeted academic support:</u> Additional staffing in KS1, LKS2 and UKS2 to improve the pupil:teacher ratio and	All end of keystage individual and combined attainment data ahead of national averages.

<p>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>EYFS/KS1 2023/24 outcomes:</p> <ul style="list-style-type: none"> • GLD - 84% • Y1 phonics - 94% • KS2 outcomes: <table border="1"> <thead> <tr> <th></th><th>EXS</th><th>GDS</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>80%</td><td>45%</td></tr> <tr> <td>Writing</td><td>75%</td><td>31%</td></tr> <tr> <td>Mathematics</td><td>82%</td><td>37%</td></tr> </tbody> </table> <p>Combined RWM - 65% EXS, 17% GDS</p>		EXS	GDS	Reading	80%	45%	Writing	75%	31%	Mathematics	82%	37%
	EXS	GDS											
Reading	80%	45%											
Writing	75%	31%											
Mathematics	82%	37%											
<p><u>Wider strategies:</u></p> <p>Funding of an Attendance and Welfare adviser.</p>	<p>Latest school IDSR shows that attendance of disadvantaged pupils has shown 'relative improvement' for the last 2 years and has been above the national average 3 years in a row.</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>12 pupils in the school had periods of fixed term exclusions last year. This is consistent with the previous year.</p>
---	---

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