

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Mordiford C of E Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	29 pupils 17% (27 2024-25) 5/29 SEN 17% (12% SEN across whole school community) 6/29 Services 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Oct 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	
Pupil premium lead	Sue Warmington
Governor / Trustee lead	Naomi Coppock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,172
Recovery premium funding allocation this academic year	£ 0
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	£ 40,172

Part A: Pupil premium strategy plan

Statement of intent

Our ambition in line with our Christian Vision is to:

- Treasure Each Individual, promoting good progress for all, including our most vulnerable
- Have an individual approach to addressing barriers to learning and supporting emotional needs
 - Minimise attainment gap between disadvantaged students and their peers.

Aims for this year :

- Provide quality ELSA support
- In class TLA support
- Financial support enabling participation in extra curricular activities

Challenges

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

Challenge number	Detail of challenge
1	Reading : 13/29 below expected in reading
2	Writing : 16/29 below expected in writing
3	Maths : 14/29 below expected in maths
4	Special Needs : 6/29 SEN
5	Social & Emotional well-being :10/29 children have had support from the ELSA program
6	Higher than average pp children in Y3, Y4 & Y6 : Additional support needed in these classes
7	Some lack of engagement from parents at home

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
1 Reading : increase the % of PP premium children who are at or above expectation by the end of the year. Provide additional 1:1 reading support, small group interventions and reading	90% reach target Increase % at or above Increased engagement with parents, reading at home

journals. Provide parent information sessions and materials to promote reading and games at home.	
2 Writing : Raise attainment in writing across the school, giving appropriate support and interventions to those who need it	Over the next 2-3 years we will endeavour to strengthen attainment in writing so 90% of pp children achieve their targets and an increased % at or above
3 Maths : Continue to embed the mastery approach where we offer challenge at all ability levels and opportunities for using and applying maths to all.	Over the next 2-3 years we will endeavour to increase the % of children working at expectation or higher.
4 Special Needs : Systematically support those needing extra input. Follow through with IEPs rigorously and track the impact of interventions.	Over the next year we will strengthen our systems to track impact of interventions, we will offer appropriate training to staff leading interventions. SEN pupils will show good progress across the core subjects and improved learning attitudes. Better confidence with their work.
5 Social & Emotional well being : Nurture groups at lunchtime Soft start where necessary ELSA sessions & additional PHSCE	Ensure our pp group are well catered for emotionally, taking advantage of ELSA sessions and nurture groups at lunchtime when necessary. Subsidise trips and clubs Subsidise music tuition and events Subsidise breakfast club for those in need

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staff trained to lead ELSA sessions</i>	ELSA sessions have proved to help lift the worries our children have. This time helps them off load and be more ready to concentrate in lessons.	5 with broader impact on other challenges too
<i>Refresher training for existing staff member</i>	Regular check in meetings with a trainer/psychologist helps ensure that the program is being delivered in an effective way	5

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional in school TLA hours	Added support in class enables direct support during lessons.	1,2,3,4,
Additional hours for TLA to lead ELSA sessions	More time given to this intervention	5 with broader impact on other challenges too

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

Budgeted cost: £3,000 (estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music lessons, trips and subsidised after school clubs</i>	Attendance at clubs offers opportunity to further build social and emotional skills	5

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Total budgeted cost: £40,172

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 2024-25 academic year.

Challenge number	Detail of challenge
1	Reading : Based on 26 children (3 left during the year) July 2024 : 13/26 (4/26 GD) to July 2025 : 16/26 (5/26 GD) % reaching target 100%
2	Writing : Based on 26 children (3 left during the year) July 2024 : 12/26 (2/26 GD) to July 2025 : 13/26 (2/26 GD) % reaching target 96%
3	Maths : Based on 26 children (3 left during the year) July 2024 : 16/26 (5/26 GD) to July 2025 : 17/26 (4/26 GD) % reaching target 92%
4	Special Needs : 6/27 SEN 6 made expected progress
5	Social & Emotional well-being :14/27 children have had support from the ELSA program Excellent feedback from children who have use the ELSA program
6	8 pp children in Y3 & 7 in Y5 : Additional support needed in these classes
7	Some lack of engagement from parents at home : Parent drop in and Parent information sessions 10/20 of the families attended drop in visits and parent information sessions.