

Pupil Premium Strategy Statement

2024 -2025

This statement details our school's use of pupil premium for the 2024 to 2025 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	Guilden Morden CofE Primary Academy
Number of pupils in school	46 pupils
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Fryer
Pupil premium lead	Sonia Singh
Governor / Trustee lead	Sarah Fryer /Caroline Jupp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,240
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	£19,240

Part A: Pupil premium strategy plan

Statement of intent

Guilden Morden CofE Primary Academy is committed to providing the best possible education for all our pupils through a knowledge rich curriculum that is accessible for all. We have high aspirations and expectations for all our pupils we are determined to ensure that all pupils are given every opportunity to realise their full potential and flourish. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. In raising attainment for pupils who are eligible for Pupil Premium we understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve age related expectations. Through a rigorous monitoring we rapidly identify and develop strategies or interventions to accelerate progress and attainment to support our disadvantaged pupils. Within this Pupil Premium Strategy we will identify key challenges for our disadvantaged pupils and outline strategies we will be using to meet our overall aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Improve outcomes in writing.
2	Improve outcomes in mathematics (number and place value).
3	Improve and sustain high levels of attendance.
4	To provide opportunities for pupils to thrive beyond the academic curriculum.

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
Progress in Reading	Achieve national average expected standard in KS2 Reading (74% - 2024)
Progress in Writing	Achieve national average expected standard in KS2 Writing (72% - 2024)
Progress in Mathematics	Achieve national average expected standard in KS2 Maths (73% - 2024)
Phonics	Achieve national average expected standard in KS1 PSC (80% - 2024)
Attendance	Improve attendance of disadvantaged pupils to meet national average (96%)

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: £0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage wider development in curriculum and providing additional support in writing and mathematics (number and place value in particular) as an identified area of weakness.	End of year outcomes for July 2024 show low levels of attainment for PPG pupils in writing and maths (number and place value).	1 and 2

Targeted academic support

Budgeted cost: £13,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that pupils continue to make sustained progress in writing in line with age-related expectations, supported by teaching and support staff. Core teaching timetable enables teaching in phase groups in years 1/2, 3/4 and 5/6. Use key learning indicators in writing to identify gaps and next steps.	End of year outcomes for July 2024 show low levels of attainment for PPG pupils in writing. <i>All pupils: 52% / PPG pupils: 43%</i>	1
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations, supported by teaching and support staff. Use new Complete Maths curriculum that has been mapped out over a two year cycle. Core teaching timetable enables teaching in phase groups in years 1/2, 3/4 and 5/6. Use prerequisite quizzes and end of unit assessments on Complete Maths to identify and address gaps in learning.	End of year outcomes for July 2024 show low levels of attainment for PPG pupils in maths, number and place value in particular. <i>All pupils: 70% / PPG pupils: 57%</i>	2

Wider strategies

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build capacity with increasing the number of devices for all pupils to have equitable use of online platforms to support teaching and learning. <i>£2,000</i>	Increase in the use of online platforms to support teaching and learning, especially in Maths with the online platform Complete Maths. Lack of sufficient devices that are fit for purpose has limited the use and accessibility to online activities that support with the core curriculum and targeted interventions.	1 and 2
Pupils to engage in multi-sensory Forest School sessions lead by trained school staff. Forest School sessions to align with elements for our school curriculum and topics to further embed learning with opportunities outside of the classroom. Build our own Forest School Resources and additional CDP. <i>£1,500</i>	Following another successful year of forest sessions promoted the holistic development of all pupils involved but also offered wider opportunities for our pupil premium pupils who may not have thrived as much within a classroom setting. As a result of the freedom, encouragement, time and space offered during Forest School, children learn at their own pace and level. Exploring repeated activities and making decisions about how they might complete their task enables deep learning and develops a positive attitude to the learning process.	4
Support families with part or full payment of any planned enrichment activities, in including cost of residential trip. <i>£2,000</i>	Families have continued to need support with paying for enrichment activities due to changes to their financial circumstances.	4



Continue to improve and sustain high levels of attendance by fostering a positive attitude to learning and school.	Inconsistent attendance levels throughout the academic year. Despite engagement with key families and clear expectations from the school, overall attendance for PPG pupils was low. However showing an improving trend. <i>PPG pupils July 2021: 86%</i> <i>PPG pupils July 2022: 90%</i> <i>PPG Pupils July 2023: 91%</i> <i>PPG Pupils July 2024: 91%</i>	3
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Total budgeted cost: £19,240

Part B: Review of outcomes in the previous academic year (July 2025)

Pupil premium strategy outcomes

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

End of Year – July 2025 Outcomes:

Intended outcome	Success criteria
Progress in Reading (Yr6) <i>July 2025 – 4 pupils</i> <i>50% at expected standard</i>	Achieve national average expected standard in KS2 Reading (75% - 2025) <i>July 2025 – 2 pupils - disadvantaged pupils</i> <i>50% at expected standard</i>
Progress in Writing (Yr6) <i>July 2025 – 4 pupils</i> <i>50% at expected standard</i>	Achieve national average expected standard in KS2 Writing (72% - 2025) <i>July 2025 – 2 pupils - disadvantaged pupils</i> <i>50% at expected standard</i>
Progress in Mathematics (Yr6) <i>July 2025 – 4 pupils</i> <i>25% at expected standard</i>	Achieve national average expected standard in KS2 Maths (74% - 2025) <i>July 2025 – 2 pupils - disadvantaged pupils</i> <i>25% at expected standard</i>
Phonics (Yr1) <i>July 2025 – 4 pupils</i> <i>100% at expected standard</i>	Achieve national average expected standard in KS1 PSC (81% - 2025) <i>July 2025 – 2 pupils - disadvantaged pupils</i> <i>100% at expected standard</i>
Attendance <i>All pupils – 94.7%</i>	Improve attendance of disadvantaged pupils to meet national average (96%) <i>July 2025 – 12 pupils - disadvantaged pupils</i> <i>92.2%</i>