

Pupil premium strategy statement

2025 -2026

This statement details our school's use of pupil 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	Guilden Morden CofE Primary Academy
Number of pupils in school	48 pupils
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£17,686.24
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	£17,686.24

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.

Common barriers to learning for Pupil Premium children can be, less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Within our 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.
- Support all Pupil Premium pupils in school to meet or exceed age related expectations in attainment.
- Support our Pupil Premium pupils' health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of Pupil Premium pupils are adequately assessed and addressed.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that all our work for our Pupil Premium pupils, will be aimed at accelerating progress, and moving children to at least age-related expectations.

- Providing small group work focused on overcoming gaps in learning with additional learning support.
- Enabling access to Support payment for educational visits, ensuring children have first-hand experiences to use in their learning in the classroom.
- Providing behaviour support, in needed.
- Ensuring provisions are in place to improve attendance and punctuality.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap between Pupil Premium pupils and their peers.
2	Attendance and punctuality issues.
3	Lower levels of self-esteem and resilience.
4	Opportunities for enrichment experiences for learning.

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
To ensure Pupil Premium pupils' attainment is equal to or greater than their non-Pupil Premium peers.	<p>The attainment gap between Pupil Premium pupils and their peers is narrowed in all year groups.</p> <p>The gaps in learning for Pupil Premium pupils are identified and addressed.</p> <p>All staff know who their Pupil Premium learners are and their individual needs.</p> <p>Pupil Premium pupils to be prioritised for WAC provision and clubs.</p>
To ensure that Pupil Premium pupils have the same access/opportunities for learning as the rest of the school.	All staff know who their Pupil Premium learners are and their individual needs.



	<p>All staff have a clear understanding of the pupils' curriculum journeys.</p> <p>A broad and balanced curriculum is planned for all learners.</p> <p>Staff are supportive of family issues and prioritise needs to ensure learning is not hindered by socio-economic situation or safeguarding concerns.</p> <p>Pupil Premium pupils receive the same learning opportunities as their non-Pupil Premium peers.</p> <p>Monitoring shows that provision for Pupil Premium pupils is meeting their individual needs and where it is not yet, this is targeted and support given.</p>
<p>To continue to establish good attitudes to attendance and punctuality, so that all year groups have attendance above average.</p>	<p>Overall attendance for Pupil Premium pupils, is at/greater than 96%.</p> <p>Families will be called if a child is absent without reason.</p> <p>Extremely poor attendance (below 90%) will be challenged with communication from the school.</p> <p>Attendance will be monitored on a daily and weekly basis to ensure poor attendance is addressed in a timely manner.</p> <p>Pupil Premium pupils to be prioritised for Breakfast Club.</p>
<p>To continue to provide enrichment experiences for learning that Pupil Premium pupils would not usually experience including trips and extra-curricular.</p>	<p>Maintained and increased access and participation in wider curriculum opportunities.</p> <p>Where possible, Educational school trips are part funded or funded by school for children in receipt of Pupil Premium funding.</p> <p>The attendance of Pupil Premium pupils on educational school trips is 100%.</p> <p>Pupil Premium pupils to be prioritised for attending extra-curricular clubs.</p>

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
<p>Teachers and support staff (where appropriate) have to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils.</p> <ul style="list-style-type: none"> - Subject Leadership - Reading - Writing - Maths - Teach Like a Champion pedagogy - Instructional Coaching - Reading Reconsidered - Assessment - SALT – Development Language Delay - Sounds Write Phonics Training 	<p>Education Endowment Foundation Guide to Pupil Premium – tiered approach –Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Ensuring an effective teacher or practitioner is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1, 2 and 4
High Quality Teaching through our progressive model	Education Endowment Foundation impact +8 months in Primary schools. Mastery learning approaches aim to ensure that all	1



curriculum based on Mastery Learning.	<p>pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p>Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress</p>	
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Targeted academic support

Budgeted cost: £13,686.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff appointed across the school for small group support work with Pupil Premium pupils.	<p>Education Endowment Foundation impact +4 months. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>The approach allows the teacher to focus on the needs of a small number of learners and provide</p>	1 and 3

	<p>teaching that is closely matched to pupil understanding.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
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Wider strategies

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WAC (Breakfast Club) in place where Pupil Premium Pupils are prioritised. (approx: £1,000)</p>	<p>Improvement in attendance and punctuality for our Pupil Premium pupils.</p> <p>Pupil Premium pupils are fed before the school day which leads to improved concentration.</p> <p>Prompt and effective start to the school day for Pupil Premium pupils.</p> <p>Pupil Premium pupils have the opportunity to socialise and make friends.</p>	2 and 3
<p>Exciting educational trips and visits will be planned to enhance the curriculum across the school.</p> <p>Support families with part or full payment of any planned enrichment activities, including cost of residential trip. (approx: £2,000)</p> <p>Continue to build Forest School resources and CPD. (approx: £1,000)</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world.</p>	1, 3 and 4

<p>Attendance data will be analysed on a daily and weekly basis by SLT/ Office staff.</p> <p>Families will be contacted if a pupil is not in school, and support offered.</p> <p>Support to be provided to families to raise attendance / punctuality, this may be through our Early Intervention Family Worker.</p> <p>SLT and Office Staff will work closely together, pupils below 95% are identified and protocols followed.</p>	<p>Attendance data shows pupils with highest attendance make the most academic progress, due to increased opportunities for overlearning and access to a broad and balanced curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	2
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Total budgeted cost: ££17,686.24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

End of Year – July 2026 Outcomes:	
Intended outcome	Success criteria
Progress in Reading (Yr6)	Achieve national average expected standard in KS2 Reading (75% - 2025)
Progress in Writing (Yr6)	Achieve national average expected standard in KS2 Writing (72% - 2025)
Progress in Mathematics (Yr6)	Achieve national average expected standard in KS2 Maths (74% - 2025)
Phonics (Yr1)	Achieve national average expected standard in KS1 PSC (81% - 2025)
Attendance	Improve attendance of disadvantaged pupils to meet national average (96%)