



Pupil Premium Strategy Statement – The Ferrars Academy

1. Summary information					
School	The Ferrars Academy				
Academic Year	20/21	Total PP budget	£79 200	Date of most recent PP Review	July 20
Total number of pupils	297	Number of pupils eligible for PP	60 (10/20)	Date for next internal review of this strategy	Jan 21

2. Current achievement/attainment		
DATA IS FROM JULY 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% reaching the GLD at the end of Reception	69% (+22%)	79% (+4%)
% making progress in reading (Expected +/- Beyond Expected in YR)	E+ - 100%, BE – 45%	All YR School E+ - 93%, BE – 72%
% making progress in writing	E+ - 64%, BE – 45%	All YR School E+ - 76%, BE – 54%
% making progress in numbers	E+ - 82%, BE – 36%	All YR School E+ - 74%, BE – 40%
% reaching Expected in RWM Combined at the end of Y2	E - 69%	E - 67%
% reaching Expected+ in Reading	E+ - 77%, GDS- 15%	E+ - 87%, GDS- 44%
% reaching Expected+ in Writing	E+ - 69%, GDS- 0	E+ - 71%, GDS- 26%
% reaching Expected+ in Maths	E+ - 77%, GDS- 15%	E+ - 80%, GDS- 28%
% making progress in reading (Expected +/-Beyond Expected in Y2)	E+ - 85%, BE – 15%	All Y2 School E+ - 84%, BE – 38%



% making progress in writing	E+ - 69%, BE – 0	All Y2 School E+ - 67%, BE – 21%
% making progress in maths	E+ - 85%, BE – 23%	All Y2 School E+ - 77%, BE – 26%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Communication and Language skills are low in Nursery and Reception for PP children.
B.	Low attainment across the curriculum on entry to school means that PP children need to make accelerated progress to meet ARE, particularly in Reading and Writing.
C.	Less PP children achieved ARE in Reading and Writing at the end of EYFS than NPP children. Less PP children achieved ARE in Reading, Writing and Maths at the end of KS1 than NPP children.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for some PP children are low.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for PP children in Nursery and Reception.	PP children to make rapid progress so that more can meet ARE at the end of EYFS.
B.	PP children need to make at least expected progress and many will need to make accelerated progress across the curriculum, particularly in Reading and Writing.	PP children to make rapid progress so that more can meet ARE at the end of EYFS and KS1.
C.	Increased attendance rates for PP children.	More PP children to achieve 95% and above attendance.
D.	All PP children will benefit from increased parental/carer involvement and support for parents/carers from school.	Parents/carers will be supported and signposted to relevant services and support that they can access.



5. Planned expenditure					
Academic year		2020– 2021 (£79 200)			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children need to make at least expected progress and many need to make accelerated progress across the curriculum so that more can meet ARE at the end of EYFS and KS1. Children in EYFS need to make accelerated progress in Communication and Language so that more can meet ARE at the end of EYFS and KS1.	Regular EYFS meetings with all staff to discuss and plan indoor and outdoor learning opportunities. Regular monitoring of planning and staff/children engagement in the EYFS. Resources to be purchased for the outdoor areas to develop children's oral language skills, phonological awareness and their mark making.	Data analysis has shown that attainment in reading and writing at the end of EYFS is lower for PP children. Entry data for Nursery and Reception (2020) has shown that children's attainment on entry is low in Communication and Language and Literacy. Monitoring has shown a need to develop the outdoor areas to engage boys more in writing and mark making and to develop their oral language skills.	Staff meetings and INSET to focus on outdoor learning. Regular monitoring to monitor the use of the outdoor areas and what there is for the children to do out there. Regular monitoring of Learning Journals to find evidence of improvement in children's oral language and their reading, writing and mark making.	SLT MLT Sarah Kelly/Kirsty Armstrong	Ongoing throughout 2020/2021
PP children need to make at least expected progress and many need to make accelerated progress across the curriculum so that more can meet ARE in reading, writing and maths at the end of EYFS and KS1.	Whole school focus on quality first teaching and TA support in the classrooms. Whole school focus on progress and attainment of boys across the school. Ensure that the curriculum is engaging and interesting for all children.	Data analysis has shown that at the end of EYFS children's attainment in reading and writing is lower for PP children. Entry to Nursery and Reception data has shown that children's attainment on entry to EYFS is low in Literacy.	INSET and staff meetings. Regular monitoring of lessons and use of TAs in the classrooms to support children with their learning. Regular learning and walks and book scrutiny throughout the year to look for evidence of progress, attainment and all staff	SLT MLT Sarah Kelly/KS1 Team	Ongoing throughout 2020/2021



	<p>INSETs and staff meetings to focus on raising progress and attainment in reading, writing and maths across the school.</p> <p>Pupil Progress meetings to continue to focus on the progress and attainment of PP children.</p> <p>Continue to promote Growth Mindset throughout the school to develop children's confidence, self-esteem and independence.</p>	<p>KS1 data analysis shows that PP children's attainment is lower than NPP children's in all areas of learning and that far less PP children reached GDS in all curriculum areas at the end of KS1.</p>	<p>having high expectations for children's work and presentation.</p>		
Total budgeted cost					£40 000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children need to make at least expected progress and many need to make accelerated progress across the curriculum so that more can meet ARE at the end of EYFS and KS1.</p> <p>Children in EYFS need to make accelerated progress in Communication and Language so that more can meet ARE at the end of EYFS.</p>	<p>1:1 and small group interventions for PP children in Nursery and Reception to focus on oral language skills and writing.</p> <p>See Provision Maps for further details/information.</p> <p>Attention Skills and Bucket Time training with all EYFS staff to help develop children's oral language skills in YN and YR.</p>	<p>Data analysis has shown that attainment in writing at the end of EYFS is lower for PP children.</p> <p>Entry data for Nursery and Reception (2020) has shown that children's attainment on entry is low in Communication and Language.</p> <p>Research shows that communication and language approaches that explicitly support talking</p>	<p>Ensure staff members delivering provision and interventions are well trained in a range of different approaches to develop communication and language skills.</p> <p>Close monitoring of PP children's progress each half term. Provision Maps to identify which children are being supported and their targets. At Pupil Progress meetings PP children's</p>	<p>SLT MLT SENCO</p>	<p>Ongoing throughout 2020/2021</p>



		have a high impact based on extensive evidence.	progress and attainment will be closely monitored and the impact of provisions/interventions will be carefully evaluated to ensure that there is value for money.		
PP children need to make at least expected progress and many need to make accelerated progress across the curriculum so that more can meet ARE at the end of EYFS and KS1. Children in KS1 need to make accelerated progress in Reading, Writing, Phonics and Maths so that more can meet ARE at the end of KS1.	1:1 and small group interventions for PP children in Years 1 and 2. Interventions in school will be prioritised for PP children. Precision Teaching training and implementation across KS1. Guided Reading training for all staff throughout the school to reintroduce Guided Reading as an intervention for targeted children. Reading incentives/awards to be introduced throughout the school to encourage reading at home/out of school.	All interventions, Reading, Writing and Maths, are carefully planned and the impact monitored. PP children are given priority. See Provision Maps for Reading, Writing, Phonics and Maths interventions for Year 1 and Year 2.	Half termly data tracking and Pupil Progress Meetings. Close monitoring of PP children's progress each half term. Provision Maps to identify which children are being supported and their targets. At Pupil Progress meetings PP children's progress and attainment will be closely monitored and the impact of provisions/interventions will be carefully evaluated to ensure that there is value for money.	SLT MLT SENCO	Ongoing throughout 2020/2021
Total budgeted cost					£35 000



i.i.i. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for PP children	Support and guidance from Family Worker and Family Worker Assistant. FSW and FSWA to work with parent/carers of children with low attendance and support these families to help them to improve attendance. Early Birds Breakfast Club spaces available to some PP children for no cost so that they are in school on time every day.	Evidence shows that poor attendance has a big impact on the progress and attainment of children. In some year groups there are huge differences between the attendance of PP children and NPP children.	Track attendance data. Continue to work with external agencies to support families to enable them to improve their children's attendance.	SLT	Ongoing throughout 2020/2021
All PP children will benefit from increased parental/carer involvement and support for parents/carers from school.	Financial support available for families to help them to support their children and to access training/groups that will enable them to support their children. Support from FSW and FSAW to provide support for vulnerable families. Early Birds Breakfast Club spaces available to some PP children for no cost so that they are in school on time every day.	Parents/carers will be able to support their children more at home with their learning. This will lead to PP children making better progress and to more achieving age related expectations.	Track attendance data. Monitor progress and attainment of PP children termly at Pupil Progress Meetings.	SLT	Ongoing throughout 2020/2021
Total budgeted cost					£4 200



6. Review of expenditure																																																	
Academic year		2019 - 2020 (£62 040)																																															
Area of Focus	Action Plan	Funding and Lead	Aims/Objectives	Evidence of Impact																																													
<p>1. Quality of teaching for all</p> <p>PP children need to make at least expected progress and many need to make accelerated progress across the curriculum so that more can meet ARE at the end of EYFS and KS1.</p>	<p>Whole school focus on quality first teaching and TA support in the classrooms.</p> <p>Whole school focus on progress and attainment of boys across the school.</p> <p>Ensure that the curriculum is engaging and interesting for boys.</p> <p>INSETS and staff meetings to focus on raising progress and attainment in reading, writing and maths across the school.</p> <p>Pupil Progress meetings to continue to focus on the progress and attainment of PP children.</p> <p>Continue to promote Growth Mindset throughout the school to develop children's confidence, self-esteem and independence.</p>	<p>Staffing costs, curriculum resources, training and INSET costs.</p> <p>£33 000</p>	<p>PP children to make at least expected progress and many to make accelerated progress to enable more children to reach ARE at the end of EYFS and KS1.</p>	<p>EYFS – PROGRESS (MARCH 2020)</p> <table border="1"> <thead> <tr> <th>NPP Pupils (61)</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <td></td> <th>E+</th> <th>↑ E</th> <th>E+</th> <th>↑ E</th> <th>E+</th> <th>↑ E</th> </tr> </thead> <tbody> <tr> <td></td> <td>97%</td> <td>13%</td> <td>93%</td> <td>10%</td> <td>97%</td> <td>11%</td> </tr> <tr> <th>PP Pupils (19)</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <td></td> <th>E+</th> <th>↑ E</th> <th>E+</th> <th>↑ E</th> <th>E+</th> <th>↑ E</th> </tr> <tr> <td></td> <td>100%</td> <td>21%</td> <td>100%</td> <td>11%</td> <td>100%</td> <td>21%</td> </tr> </tbody> </table> <p>Progress is measured from beginning of Reception to March 2020</p>				NPP Pupils (61)	Reading		Writing		Maths			E+	↑ E	E+	↑ E	E+	↑ E		97%	13%	93%	10%	97%	11%	PP Pupils (19)	Reading		Writing		Maths			E+	↑ E	E+	↑ E	E+	↑ E		100%	21%	100%	11%	100%	21%
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