Pupil premium strategy statement

This statement details our school's use of pupil premium 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	The Ferrars Academy
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Green
Pupil premium lead	Sarah Kelly
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38 590
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	£38 590

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body share responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. We want all disadvantaged pupils to achieve as well as their non-disadvantaged peers in all areas of the curriculum and to be fully prepared for life in modern Britain.

We want to ensure that;

- Our children are happy and safe from harm.
- Our children have the opportunity to be 'the best that they can be' whatever their starting points and challenges.
- Our children know how to work as part of a team, be respectful members of the community and care for others.
- Our children learn the benefits of engaging with and caring for their environment.
- Our parents/carers are equipped to provide positive support for their children.

Statistics show that 20% of children live in poverty in the Luton area. Our % of disadvantaged pupils is below the NA but our evidence shows that the poverty issue is much wider than this.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 20 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 (3 of whom are disadvantaged) receiving small group/individual interventions.

2	Our attendance data from the last year shows that 35% of disadvantaged pupils have below 95% attendance. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Pupil voice and information from home visits shows that disadvantaged children do not read regularly at home and many do not have a love for reading that is promoted and embedded at home. Less disadvantaged children achieve Greater Depth in reading than their peers in all year groups.

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • a significant increase in participation in workshops/events, particularly for the parents of disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall unauthorised absence rate for all pupils being reduced, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • an increase in the attendance rate for disadvantaged pupils, with more pupils achieving an attendance rate above 95%
To promote a love of reading and ensure that an increased number of disadvantaged children are reding regularly at home. More disadvantaged children to achieve Greater Depth in reading.	Pupil voice and pupil surveys will show that disadvantaged children are reading more regularly at home to parents – evidence in reading record books. Increase the proportion of disadvantaged children achieving Greater Depth in reading across the 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: £9 825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	1
Improve the quality of social and emotional (SEL) learning.	EEF research into Metacognition and self regulation. School based observations. These show the importance of equipping pupils with metacognitive strategies to promote learner independence.	1
CPD to develop staff knowledge and understanding of an effective 1:1 or small group reading session	EEF Interactive Reading research and Reading Fluency research School based observations All show the importance of a strong reading curriculum to impact on progress and attainment in all curriculum areas, particularly writing.	3
Observations of individual reading sessions across the school	EEF Interactive Reading research and Reading Fluency research School based observations All show the importance of a strong reading curriculum to impact on progress and attainment in all curriculum areas, particularly writing.	3

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

Budgeted cost: £8 765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language Interventions	EEF research shows that oral language interventions (in EYFS and KS1) can support children to develop their metacognitive awareness. Oral language interventions are a particularly effective approach for disadvantaged pupils. They can help to improve pupil attitudes, attention, self regulation and confidence.	1
Collaborative Learning Approaches	Small group support can drive more collaborative and cooperative learning. EEF research shows that collaborative learning approaches improve pupils confidence, independence and attitudes to learning.	1
Guided Reading with focus groups of children	EEF Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds SHReC approach to developing language and communication in early years School based observations Our curriculum intent and focus show the importance of the development and modelling of high quality language and vocabulary and how this impacts on children's progress and attainment. All show the importance of a strong reading curriculum to impact on progress and attainment in all curriculum areas, particularly writing.	3
Additional reading sessions for disadvantaged children	EEF Interactive Reading research and Reading Fluency research School based observations Our curriculum intent and focus show the importance of the development and modelling of high quality language and vocabulary and how this impacts on children's progress and attainment. All show the importance of a strong reading curriculum to impact on progress and attainment in all curriculum areas, particularly writing.	3

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

Budgeted cost: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Pastoral Team in school to support Children with low attendance/concerning patterns of attendance	Questionnaires and surveys indicate that working directly with families can improve attendance and can educe unauthorised absences and persistent absentees.	2
Parent workshops to upskill them on the importance of singing rhymes and songs with their children	EEF Working with parents to support children's learning School based evidence from home visits and parent meetings Parental surveys and feedback from consultations Evidence and research shows that supporting parents to support their children at home will improve children's communication and language and early literacy skills	3
Parent workshops to support parents with quality interactions with their children	EEF Working with parents to support children's learning School based evidence from home visits and parent meetings Parental surveys and feedback from consultations Evidence and research shows that supporting parents to support their children at home will improve children's communication and language and early literacy skills	3
Parent workshops about the importance of reading regularly with their children at home	EEF Working with parents to support children's learning School based evidence from home visits and parent meetings Parental surveys and feedback from consultations Evidence and research shows that supporting parents to support their children at home will improve children's communication and language and early literacy skills	3
Parent workshops to upskill them on phonics and reading with their child at home. To increase parents own confidence	EEF Working with parents to support children's learning School based evidence from home visits and parent meetings Parental surveys and feedback from consultations	3

Total budgeted cost: £38590

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 to 2025 academic year.

(LA figures are in brackets)

Attainment Data - EYFS

Early Learning Goal	PP Children	NPP Children
Listening, Attention and Understanding	100% (72%)	67% (79%)
Speaking	100% (73%)	70% (79%)
Comprehension	100% (67%)	70% (77%)
Word Reading	100% (64%)	73% (75%)
Writing	100% (56%)	63% (71%)
GLD	100% (52%)	61% (66%)

Attainment Data – Phonics (Year 1)

	All Children	PP Children	NPP Children
Met the expected standard	80% (79%)	90% (67%)	79% (81%)

Attainment Data – Phonics (Year 2)

	All Children	PP Children	NPP Children
Met the expected standard	58% (55%)	0 (47%)	70% (59%)

Attainment Data – End of KS1 (Expected)

Group	Reading	Writing	Maths
All Children	82%	63%	78%
PP Children	80%	60%	70%
NPP Children	82%	63%	79%

Attainment Data – End of KS1 (Greater Depth)

Group	Reading	Writing	Maths
All Children	24%	2%	16%
PP Children	40%	0	10%
NPP Children	22%	2%	16%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA