Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Ferrars Academy
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Green
Pupil premium lead	Sarah Kelly
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47 360
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	£47 360

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 internal baseline data shows that communication and language skills are low in Nursery and Reception on entry for disadvantaged children. In September 2023, 36% of disadvantaged children were on track for communication and language compared to 64% for non-disadvantaged children.
2	Our internal baseline data 2023 internal baseline data shows that literacy skills are low in Nursery and Reception on entry for disadvantaged children. In September 2023, 36% of disadvantaged children were on track for literacy compared to 56% for non-disadvantaged children.

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.

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 improve communication and language skills for disadvantaged children in Nursery and Reception.	End of year pupil progress data will show an increased number of disadvantaged children achieving ARE in communication and language.
To improve language and vocabulary for disadvantaged children across the school which will help to improve attainment in reading and writing.	End of year progress data for reading and writing will show more disadvantaged children achieving ARE from previous year's end of year data.
To promote a love of reading and ensure that an increased number of disadvantaged children are reding regularly at home.	Pupil voice and pupil surveys will show that disadvantaged children are reading more regularly at home to parents – evidence in reading record books.

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: £11 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD around modelling of teaching high quality vocabulary specific to the curriculum area	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 All show the importance of developing good communication and language skills in the early years and that this will impact on future progress and attainment in all curriculum areas, particularly literacy.	1
Monitoring in classrooms to ensure high quality language and vocabulary are being used	EEF “Vocabulary in action” report Beck & McKeown School based observations All show the importance of developing good communication and language skills in the early years and that this will impact on future progress and attainment in all curriculum areas, particularly literacy.	2
Monitoring of books, reading areas and classroom displays Pupil voice	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.	1 and 2
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
Talking takes off and Lift off to language	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 Training and the programme is delivered by speech and language therapists All show the importance of developing good communication and language skills in the early years and that this will impact on future progress and attainment in all curriculum areas, particularly literacy.	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.	2 and 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.	2 and 3

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

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1
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	1 and 2
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	2 and 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 Evidence and research shows that supporting parents to support their children at home will improve children's communication and language and early literacy skills	1, 2 and 3

Total budgeted cost: £49765

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 2023 to 2024 academic year.

(LA figures are in brackets)

Attainment Data - EYFS

Early Learning Goal	PP Children	NPP Children
Listening, Attention and Understanding	67% (69%)	68% (76%)
Speaking	67% (71%)	70% (76%)
Comprehension	67% (65%)	69% (73%)
Word Reading	67% (62%)	76% (72%)
Writing	67% (56%)	67% (66%)
GLD	50% (53%)	62% (63%)

Attainment Data – Phonics (Year 1)

	All Children	PP Children	NPP Children
Met the expected standard	85% (77%)	88% (71%)	85% (79%)

Attainment Data – Phonics (Year 2)

	All Children	PP Children	NPP Children
Met the expected standard	62% (57%)	67% (51%)	61% (59%)

Attainment Data – End of KS1 (Expected)

Group	Reading	Writing	Maths	RWM Combined
All Children	75%	57%	68%	56%
PP Children	76%	59%	76%	59%

NPP Children	74%	56%	66%	55%

Attainment Data – End of KS1 (Greater Depth)

Group	Reading	Writing	Maths	RWM Combined
All Children	23%	2%	11%	2%
PP Children	41%	12%	18%	12%
NPP Children	18%	0	10%	0

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