Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	313
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Green
Pupil premium lead	Sarah Kelly
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67865
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£-
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	£74970

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. 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.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”. Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills are low in Nursery and Reception on entry for PP children.
2	Low attainment across the curriculum on entry to school means that PP children need to make accelerated progress to meet ARE, particularly in Reading, Phonics and Writing.
3	Significantly less PP children achieved ARE in Phonics at the end of Year 1 than NPP children. Historically less PP children achieve ARE in Reading, Writing and Maths than NPP children.
4	Attendance rates for some PP children are low.

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
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.
PP children need to make at least expected progress and many will need to make accelerated progress across the curriculum, particularly in Reading, Phonics and Writing.	PP children to make rapid progress so that more can meet ARE at the end of EYFS and KS1.
Increased attendance rates for PP children.	More PP children to achieve 95% and above attendance.
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.

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: £32 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular EYFS meetings and CPD 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. CPD sessions to share ideas and good practice.	Data analysis has shown that attainment on entry in reading and writing is lower for PP children. Entry data for Nursery and Reception 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.	12 children
Whole school focus and training on quality first teaching and TA support in the classrooms. Whole school focus and training on progress and attainment of boys across the school. Ensure that the curriculum is engaging and interesting for all children. CPD sessions to continue to develop the curriculum.	Entry to Nursery and Reception data has shown that children's attainment on entry to EYFS is low in Literacy. In KS1 less PP children met the expected standard in the Y1 phonics check than NPP children. Historically, standards are lower in Reading and Writing for PP children than NPP children.	40 children
INSETs and staff meetings to focus on raising progress and attainment in reading, writing and maths across the school.	KS1 data analysis shows that PP children's attainment is lower than NPP children's in all areas of learning and that less PP children reached GDS in all curriculum areas at the end of KS1.	40 children
Monster Phonics launch and parents meetings. CPD and staff training to embed new scheme and planning.	Improve phonics outcomes and reading and writing outcomes for PP children.	40 children

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

Budgeted cost: £42 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions for PP children in Nursery and Reception to focus on oral language skills and writing. See Provision Maps for further details/information. 1:1 and small group interventions for PP children in Nursery and Reception to focus on phonics and reading.	Entry data for Nursery and Reception has shown that children's attainment on entry is low in Communication and Language. Entry data for Nursery and Reception has shown that children's attainment on entry is low in Reading, Phonics and Writing. Research shows that communication and language approaches that explicitly support talking have a high impact based on extensive evidence.	11 children
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. Phonics interventions in KS1 will be prioritised for PP children. Reading incentives/awards to be introduced throughout the school to encourage reading at home/out of school. PP children to have additional reading sessions in 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.	40 children

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

Budgeted cost: £970

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 differences between the attendance of PP children and NPP children.	40 children
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.	40 children

Total budgeted cost: £74 970

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 2021 to 2022 academic year.

Attainment Data - EYFS

Early Learning Goal	PP Children	NPP Children
Listening, Attention and Understanding	75%	69%
Speaking	75%	68%
Self Regulation	75%	82%
Managing Self	83%	86%
Building Relationships	75%	86%
Gross Motor Skills	92%	91%
Fine Motor Skills	83%	77%
Comprehension	67%	68%
Word Reading	50%	54%
Writing	50%	41%
Numbers	67%	58%
Numerical Patterns	67%	65%
Past and Present	75%	68%
People, Culture and Communities	75%	60%
The Natural World	75%	69%
Creating with Materials	83%	74%
Being Imaginative and Expressive	67%	68%
GLD	50%	41%

Attainment Data – Phonics

	All Children	PP Children	NPP Children
Met the expected standard	61%	31%	67%

Attainment Data – End of KS1 (Expected)

Group	Reading	Writing	Maths	RWM Combined
All Children	75%	75%	75%	75%
PP Children	65%	65%	65%	65%
NPP Children	78%	78%	78%	78%

Attainment Data – End of KS1 (Greater Depth)

Group	Reading	Writing	Maths	RWM Combined
All Children	25%	25%	25%	25%
PP Children	30%	30%	30%	30%
NPP Children	24%	24%	24%	24%

Attendance Data

Year Group	All Children	PP Children	NPP Children
Reception	92%	93%	93%
Year One	94%	94%	93%
Year Two	93%	93%	93%

Persistent Absentees

All Children	PP Children	NPP Children
30%	30%	30%

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
Talking takes off	Speech and language service
Lift off to language	Speech and language service

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