

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Farringdon Academy
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire McDermott Headteacher
Pupil premium lead	Susan Matthews, Deputy Headteacher
Governor / Trustee lead	Steve Ruffell Chair of governors / Annette Parr Trustee lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,545
Recovery premium funding allocation this academic year	£24,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,050

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the significant challenges they face, make good progress and achieve high standards across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, and ensure challenge is in place to enable further progress for those who are already high attainers.

We will be constantly aware of the challenges faced by vulnerable pupils, such as those who have or have previously had social care support, emotional and wellbeing support or are CLA. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and intervention are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support or challenge. We use this 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. Contained within the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained, improved and accelerated alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for example targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to robust data analysis and identifying specific and targeted key priorities that are amenable to change. The approaches we have adopted complement each other and to ensure they are effective we will:

- act early to identify need to ensure effective support is in place at the earliest opportunity.
- ensure a whole school approach in which all staff have high expectations for all groups of children ensuring disadvantaged pupils are challenged in the work that they're set to raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline and termly assessments, observations, and discussions with pupils indicate underdeveloped early oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Nursery through to KS1 and are more prevalent among our disadvantaged pupils than their peers.
2	Internal assessments and the national year 1 phonics screen indicates that early reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils (48% compared to 57%). This starts in Reception and is evident throughout key stage 1 leading on to poor fluency in key stage 2.
3	Observations and planning and work scrutiny demonstrate a need to further improve subject knowledge in the teaching of writing in key stage 2. During lockdown 2021 children focused less well on writing outcomes when working remotely from home and summer 2021 data indicated that disadvantaged children underperformed most significantly in writing compared to non-disadvantaged children in Y3 – Y6.
4	The percentage of children identified as disadvantaged has increased from 37% last year to 51% this year as a result of more families registering with the local authority for free school meals. There has also been an increase in the percentage of children known or previously known to social care which now stands at (71)18% of children in school. Our observations and discussions with these families have indicated that the lockdowns in the pandemic have had a negative impact on our disadvantaged children's mental health and wellbeing, specifically their ability to interact positively with each other in some structured and unstructured settings. This has then impacted on children's readiness for learning and therefore attainment and progress.
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than 96% in most year groups. It is currently 88.6% for disadvantaged children and 91% for non disadvantaged children.</p> <p>22% of disadvantaged pupils have been 'persistently absent' compared to 9.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress, although there has been a significant impact from Covid absences</p>

## 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 and vocabulary among disadvantaged pupils in EYFS and KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and KS1. This is evident when triangulated with other sources of evidence including; improvements in oral language demonstrated within lessons and continuous provision, evidence demonstrating pupil voice in display, floor books and journals, positive progress through BLAST and NELI interventions and ongoing formative assessment.
Improved early reading skills among disadvantaged pupils in EYFS and KS1.	EYFS reading strand outcomes demonstrate that at least 64% of disadvantaged children achieve their ELG in word reading.  Year 1 phonics screen outcomes and Y2 end of year reading outcomes for 2024/25 demonstrate disadvantaged children achieve as well as non disadvantaged children.
Improved writing attainment for disadvantaged pupils within KS2.	Y3, 4, 5 and 6 writing outcomes in 2024/25 show that disadvantaged children achieve as well as non disadvantaged children.
To achieve and sustain improved mental health and wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• improved positive interactions when working with a partner or small group demonstrated within lessons and at playtimes.</li> <li>• qualitative data from pupil voice, pupil and parent surveys, teacher observations, relax kids coach and nurture leaders.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being 96%, and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• the percentage of all pupils who are persistently absent due to non covid related illness to reduce to 0%.</li> </ul>

## 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: **£132,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding activities across the EYFS curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase relevant resources which facilitate this and fund ongoing in-tense teacher training and release time focused upon language acquisition.</p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on readiness for reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Use of the Reading leader to deliver effective CPD and further develop her coaching programme with all staff teaching RWI phonics programme throughout school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our writing teaching and curriculum planning in KS2 in line with DfE and EEF guidance.</p> <p>We will fund the writing subject leader days and teacher CPD time to embed key elements of the read to write framework guidance in school, and allocate extra teaching to year 6 (5 mornings), y5 and y2 (a cross over day)</p>	<p>The recommendations in the writing element of the new EEF guidance document on improving literacy in KS2 describes features of the read to write programme chosen.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3
<p>Embed the PSHE curriculum in order to further improve</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	4

<p>the quality of social and emotional learning.</p> <p>We will fund the PSHE subject leader days and teacher CPD time to ensure approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£94,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of training and CPD which improve language acquisition knowledge to deliver the BLAST and NELI language intervention programmes effectively for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>BLAST has already had proven impact in improving oral language within our Nursery setting for the past 2 years.</p>	<p>1</p>
<p>As a result of 6 weekly data analysis by the reading leader offer additional phonics 1-1 sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 6 weeks:  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>This has also been demonstrated within school and is evidenced in the Y1 phonics trackers completed 6 weekly by the reading leader.</p>	<p>2</p>
<p>As a result of high quality data analysis focus termly interventions on selected elements of reading and writing specific to individual cohorts of disadvantaged children.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>School evidence shows that data based purposeful intervention in regular small groups has the highest impact on attainment and progress.</p>	<p>2, 3</p>

<p>DSL team and nurture leader to liaise closely together to plan, and evaluate the effectiveness of the nurture team's implementation of the following interventions:</p> <p>Fun Friends, friends for life, Relax Kids, Kidsafe and 1-1 / group counselling session.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>School has run these interventions for 3 years and can demonstrate positive impact on emotional resilience and behaviour for learning.</p>	<p>4</p>
<p>Engaging with the School led Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. 97 pupils will receive tutoring following a 3 week cycle of intervention.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2 3</p>

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

Budgeted cost: **£14,760**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on positive behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour across school. In addition team teach training to be secured for groups of key staff across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>School have accessed similar training before and successfully ensured a consistent approach to behaviour management.</p>	<p>4</p>
<p>The retention of our attendance pastoral leader who works closely with families and offers both challenge (referring to the LA where necessary) as well as support through referral to and leading on Early Help plans.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>School can demonstrate previous successful impact on attendance with key families through supportive Early help plans and referrals to the LA.</p>	<p>5</p>
<p>The implementation of extra-curricular activities for disadvantaged children enabling them to take part in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1 2 3 4</p>

**Total budgeted cost: £241,050**

## 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 2020 to 2021 academic year.

In year 1 children entitled to pupil premium narrowed the gap in reading, writing and in maths from baseline entry in September 2020. In year 2 children entitled to pupil premium narrowed the gap in reading, writing and in maths from baseline entry in September 2020. In year 6 children entitled to pupil premium narrowed the gap in maths from baseline entry in September 2020. Despite the additional lockdown that year, clear impact on catch up from September baseline has been demonstrated in the percentage of children at ARE in some year groups in some subjects. Some more able children made better progress in all subjects, however the 2021 Lockdown impacted on attainment at GDS. Writing attainment was particularly impacted upon due to poor engagement in online writing learning.

Additional teachers will continue to be used as an approach to narrowing the gap in a targeted way using available data to select specific year groups. This will be used in year 6, year 5 and year 2 next year. The additional year 6 teacher will remain in year 6 every morning for the next academic year to ensure high quality small group teaching continues as clear impact has been demonstrated in this key year group. The data indicates that an additional year 5 teacher for 1 day a week will ensure additional high-quality small group teaching and intervention is delivered impacting on outcomes. The additional year 2 teacher will remain in year 2 for 1 day a week for the next academic year to ensure high quality small group teaching continues as this demonstrated positive impact in year 1. Daily and weekly interventions will continue to be implemented alongside the wider curriculum to the depth required. Disadvantaged children's progress will continue to benefit from a regular side by side subject book scrutiny to ensure consistently high expectations across all areas.

LAC children continued to make good progress in all areas of their learning and have clear support in place for targets set as demonstrated by all PEPs rated as green by the virtual school. PEPs will continue to be shared between the SLT who support each other setting clear SMART targets for children.

Children completed child voice tasks for LAC and CP reviews, all demonstrating increased resilience to challenges at home. Observations indicated targeted children work hard and persevere with their learning. All staff reported a noticeable improvement in resilience and perseverance for children whose families were being supported through an EH, CIN, CP or LAC plan. Kidsafe was delivered to the most vulnerable children and was successful in improving confidence in their safety planning. Given the continued success of these programmes, LC will again co-ordinate next years running of the successful Friends and Kidsafe intervention programmes. This will be in close liaison with the DSL and DDSLs to identify key children for these interventions and in addition to Relax Kids which will run in a targeted way for a second year this year.

Absenteeism has been reduced amongst some disadvantaged children in key family groups. The targeted family approach works in challenging and reducing some persistent absenteeism and our attendance officer will continue this approach next year. All disadvantaged children across school have accessed funding to experience additional virtual experiences to enhance learning in the classroom which has impacted positively on children's engagement with learning. Wider experiences clearly impact positively on our disadvantaged children, therefore subsidising these will remain a priority for the next pupil premium strategy. However restrictions will be reviewed and these experiences will be virtual if necessary.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering all children from Nursery – Y6, a breakfast which is funded by Greggs the bakers, providing toast, fruit and yoghurt ensuring all children start the day with a healthy breakfast.