

## Pupil Premium Strategy Statement Furley Park Primary Academy

### School overview

Detail	Data
<b>Number of pupils in school (December 2023)</b>	556
<b>Proportion (%) of pupil premium eligible pupils</b>	17.6%
<b>Academic year/years that our current pupil premium strategy plan covers</b>	2022-2025
<b>Date this statement was published</b>	December 2023
<b>Date of review</b>	September 2024
<b>Date on which it will be reviewed</b>	September 2024
<b>Statement authorised by</b>	Emma Collip
<b>Pupil premium lead</b>	Emma Stammers
<b>Governor / Trustee lead</b>	Gill Hollamby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (December 2023)	£142,590
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,590

### Statement of intent

At Furley Park Primary Academy, we aim to provide an environment in which children are secure, confident and achieve their full potential. We want our disadvantaged pupils achieve as well as non-disadvantaged pupils nationally and we want our disadvantaged pupils to acquire the knowledge and cultural capital they need to succeed in life. Every pupil at Furley Park should experience and enjoy every opportunity that is offered so they have an enriching time which they will remember.

Our ultimate goal is that disadvantaged pupils achieve as well as all the children in our school and to do this we aim to ensure that:

- All disadvantaged pupils achieve their potential and make progress in line with their peers.
- All disadvantaged pupils are equipped with the vocabulary and language they need to succeed.
- All disadvantaged pupils enjoy their school experience as much as all the other pupils within the school.
- The barriers to learning for disadvantaged pupils are removed or reduced so that they can meet their potential.

High quality teaching is at the forefront of our approach with an emphasis on a language rich and reading focussed classroom which is proven to have the greatest impact on closing the attainment gap but also beneficial for every other pupil at our school.

We measure reading, writing and maths from Year 1 to year 6 using nationally benchmarked tests so that we are able to monitor and track our pupils against a national norm. Data from these assessments are used to identify pupils who need additional intervention to allow them to catch up with their peers.

Reading is a focus in our school, starting with early identification of speech and language needs in EYFS and the use of Read Write Inc to secure early reading skills. Hooked on Books is being embedded across the school from Year 2 to year 6 to ensure that all our pupils are able to read confidently, accurately and speedily.

## Challenges

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Limited vocabulary
3	Attainment and progress of Disadvantaged Pupils is below National Average
4	Insecure application of phonics in Key Stage 1
5	Limited skills with inference and retrieval in reading in Key Stage 2
6	Lack of ability to reason effectively in mathematics
7	Lack of wider experiences
8	Poor attendance, including punctuality

## Intended outcomes

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	2023-24; 72% of disadvantaged pupils meeting expected standard or above. 46% of disadvantaged pupils in Year 6 were working at or above Age Related Expectations at the end of the academic year 2023-2024.
Improved writing attainment among disadvantaged pupils.	2023-24; 68% of disadvantaged pupils meeting expected standard or above. 69% of disadvantaged pupils in Year 6 were working at or above Age Related Expectations at the end of the academic year 2023-2024.
Improved maths attainment among disadvantaged pupils.	2023-24; 70% of disadvantaged pupils meeting expected standard or above. 46% of disadvantaged pupils in Year 6 were working at or above Age Related Expectations at the end of the academic year 2023-2024.
Improved attendance among disadvantaged pupils.	Attendance for disadvantaged pupils at or above 95%. Attendance for disadvantaged pupils across the academic year 2023-2024 was 80%.

## Activity in this academic year

### Teaching

Budgeted cost: £51,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Building Teacher Knowledge and Expertise.</u></b>  <b><i>Ensure writing lessons develop writing skills and stamina (vocabulary, grammar, punctuation, handwriting) across sequences of lessons and from year-to-year</i></b></p> <ul style="list-style-type: none"> <li>• Ensure opportunities for writing at length are planned for every class, each week.</li> <li>• Ensure consistent practice of improving and editing across Key Stage Two.</li> <li>• Embed the use the The Write Stuff across the school for the teaching of writing.</li> </ul> <p><b>Write Stuff used across the school from Term 3.</b></p> <p><b>IMPACT:</b>  The percentage of PP children who were EXS+ for writing in Term 6, compared to Term 2 rose by 15.6% on average.</p> <p>All year groups with the exception of Year 1 saw an increased percentage of PP children at EXS+ in writing by the end of the year.</p>	<p>Key Stage 2 is a key period for literacy development for all pupils. Pupils learn many of the foundations of literacy in the early years and Key Stage 1 but must build on these foundations in Key Stage 2 to become skilled readers and writers, equipped to take on the challenges of secondary school learning.</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	1, 2, 3, 4
<p><b><u>Building Teacher Knowledge and Expertise</u></b>  <b><i>Embed a clear and progressive approach to the teaching of reading.</i></b></p> <ul style="list-style-type: none"> <li>• To use the Accelerated Reader data to inform their planning.</li> <li>• To introduce the use of Hooked On Books from Year 2 to Year 6 for the teaching of reading.</li> <li>• To adopt the new adaptations for Read Write Inc lesson, including teaching more sounds at lower stages.</li> <li>• To support sound knowledge with additional afternoon phonic sessions in Year 1 and Year 2.</li> </ul> <p><b>All Year 1 and children who did not pass the PSC in Year 1 from Year 2 had additional afternoon phonics.</b></p> <p><b>IMPACT:</b>  92% of disadvantaged pupils passed PSC. This is greater than the 91% of non-disadvantaged pupils who passed.</p> <p>50% of Year 2 PP retakes passed.</p> <p>The percentage of PP children who were EXS+ for reading in Term 6, compared to Term 4 rose by 21% on average.</p> <p>All year groups saw an increased percentage of PP children at EXS+ in reading by the end of the year.</p>	<p>We want to develop and embed our approach to the teaching of reading, focusing on fluency and comprehension. Support pupils to develop fluent reading capabilities. Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a>  <a href="#">Reading comprehension strategies   EEF</a></p>	3, 4, 5

<p><b><u>Building Teacher Knowledge and Expertise</u></b>  <b><i>Develop a culture where a love of reading is at the centre of the curriculum.</i></b></p> <ul style="list-style-type: none"> <li>• Give all pupils time to choose books in the libraries.</li> <li>• Host a story night where children can come into school and listen to stories read to them.</li> <li>• Termly class readers based on high quality language and interesting, diverse, subjects.</li> <li>• Encourage children to engage with Accelerated Reader.</li> <li>• 1:1 reading after school for selected Pupil Premium children.</li> <li>• Opportunities for children to be listened to in class by an adult.</li> </ul> <p>8 PP children took part in the after school reading programme. This was with targeted Year 3 children who were WTS. 7 Year 6 PP children were heard to read daily in addition to their classroom reading, these children were also WTS.</p> <p><b>IMPACT:</b>  57% of the after school reading children moved from WTS to EXS at the end of Term 6.</p> <p>33% of the Year 6 readers went from WTS to EXS in Term 6.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p><a href="#">Reading for pleasure.pdf</a></p>	<p>4, 5</p>
<p><b><u>Purposeful Use of Assessment</u></b>  <b><i>Purchase of standardised diagnostic assessments.</i></b></p> <ul style="list-style-type: none"> <li>• Online Gap Analysis used to inform planning and formative assessments.</li> <li>• To embed the use of NTS data for assessment and reporting to parents.</li> </ul> <p><b>IMPACT:</b>  Comparing assessment results for PP children in Term 4 to Term 6:  30% moved from WTS to EXS+ in reading  7% moved from WTS to EXS+ in writing  15% moved from WTS to EXS+ in maths</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>3</p>
<p><b><u>Purposeful Use of Assessment</u></b>  <b><i>To ensure consistency of feedback practice to ensure that ongoing formative assessment is rigorous and supports progress on a daily basis.</i></b></p> <ul style="list-style-type: none"> <li>• Live marking where possible.</li> <li>• Quality verbal feedback; focusing on positives and next steps.</li> <li>• Constructive feedback which is specific and given sparingly.</li> <li>• Developmental marking with opportunities for response (either independently or with adult support).</li> <li>• Formative comments linked to learning intentions and success criteria.</li> </ul> <p><b>IMPACT:</b></p>	<p>Providing feedback is well-evidenced and has high-impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies and it provides information on how to improve.</p> <p><a href="#">Feedback   EEF</a></p>	<p>3</p>

<p>Comparing assessment results for PP children in Term 4 to Term 6:</p> <ul style="list-style-type: none"> <li>- 30% moved from WTS to EXS+ in reading</li> <li>- 7% moved from WTS to EXS+ in writing</li> </ul> <p>15% moved from WTS to EXS+ in maths</p>		
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## Targeted academic support

Budgeted cost: £88,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teacher Assistant Deployment and Interventions</b> <i>Interventions to support language development, literacy, and numeracy.</i></p> <ul style="list-style-type: none"> <li>• Pupils at risk of not attaining or those already below expected are identified and interventions put in place.</li> <li>• Lower attaining pupils are discussed in Pupil Progress meetings and support is put in place.</li> <li>• Targeted children receiving focused speech and language support.</li> <li>• Progress of children being targeted with Speech and Language provision to be monitored by SEND Team.</li> </ul> <p><b>IMPACT:</b> Comparing assessment results for PP children in Term 4 to Term 6:</p> <ul style="list-style-type: none"> <li>- 30% moved from WTS to EXS+ in reading</li> <li>- 7% moved from WTS to EXS+ in writing</li> <li>- 15% moved from WTS to EXS+ in maths</li> </ul>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p><a href="#">TA Guidance Report - Making Best Use Of Teaching Assistants</a></p>	3, 4, 5, 6
<p><b>Teacher Assistant Deployment and Interventions</b> <i>EYFS intervention (speech link, language link, NELI)</i></p> <ul style="list-style-type: none"> <li>• Speech link assessments to be completed as soon as possible and intervention groups set up.</li> </ul> <p>Speech link assessments were completed for EYFS children and those needing additional support were identified and worked regularly with our S&amp;L TA.</p> <p><b>IMPACT:</b> 15 out of 41 (37%) FS chdn needed S&amp;L support after baseline assessment. 5 (12%) of these were PP. 71 (13%) chdn across the school with S&amp;L difficulties. 23 (32%) of these were PP.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p><a href="#">Oral language interventions   EEF</a></p>	1, 2
<p><b>Teacher Assistant Deployment and Interventions</b> <i>Develop reading comprehension progress through 1:1 reading sessions.</i></p> <ul style="list-style-type: none"> <li>• After school reading with invited PP children.</li> <li>• Daily readers in class.</li> </ul> <p>8 PP children took part in the after school reading programme. This was with targeted Year 3 children who were WTS. 7 Year 6 PP children were heard to read daily in addition to their classroom reading, these children were also WTS. Daily readers in class focussed on the bottom 20%</p> <p><b>IMPACT:</b></p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p><a href="#">Reading for pleasure.pdf</a></p>	4, 5

<p>57% of the after school reading children moved from WTS to EXS at the end of Term 6.</p> <p>33% of the Year 6 readers went from WTS to EXS in Term 6.</p> <p>37% of the lowest 20% readers in school are PP and are read with daily. 21% of these were EXS by the end of Term 6.</p>		
<p><b>Teacher Assistant Deployment and Interventions</b>  <i>To develop the provision for children with English as an additional language in response to the climbing figures.</i></p>	<p>Learners with EAL have a dual task at school: to learn English (language) and to learn <i>through</i> English.  <a href="#">Effective Teaching of EAL Learners - The Bell Foundation</a></p>	1, 2
<p><b>Tuition</b>  <i>National tutoring programme</i>  Due to staffing we did not offer tutoring this academic year.</p>	<p><a href="#">National Tutoring Programme - GOV.UK</a></p>	1, 2, 3

## Wider strategies

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Mental Health and Emotional Support</u></b>  <i>Learning mentors to be out at playtime and lunch time to lead games and monitor behaviour and wellbeing</i></p> <ul style="list-style-type: none"> <li>Learning mentors to be present at playtime and lunchtime.</li> <li>Learning mentors to select and train play leaders (children) to support others at play time and lunch time (some of whom are PP children).</li> </ul>	<p>Improved playground supervision has a positive impact on pupil's behaviour for learning.  <a href="#">Improving behaviour in schools</a></p>	4
<p><b><u>Wider Opportunities</u></b>  <i>To ensure children are exposed to, and given, experiences which enrich their cultural capital.</i></p> <ul style="list-style-type: none"> <li>Complete Pupil Voice of PP children and their opinions of clubs and reasons for attendance/non-attendance.</li> <li>Broaden PP pupils' interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers.</li> <li>Ensure that all pupils can attend educational visits to enrich learning and life experiences, therefore increasing their cultural capital.</li> <li>School to work more closely with families of PP pupils to ensure they are aware of their entitlement.</li> <li>Subsidising school trips.</li> <li>Offer 1 other funded Performing Arts Master Academy place.</li> </ul> <p>Pupil Voice for club participation amongst PP children was completed and analysis of PP participation in clubs.</p>	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p>	7

<p>Teachers promoted clubs in class, newsletters and homework.</p> <p><b>IMPACT:</b> PP attendance in clubs increased from Term 3 to Term 4 but then dropped from Term 4 to Term 5.</p> <p>KS1 club participation increased each term with 4% more PP children attending clubs in Term 6 than in Term 3.</p> <p>There was a decrease of 5% PP attendance in KS2 clubs from Term 3 to Term 6.</p>		
<p><b>Attendance</b> <i>To continue to tackle attendance concerns in a consistent and robust manner.</i></p> <ul style="list-style-type: none"> <li>To monitor and track attendance.</li> <li>Termly 100% attendance certificates.</li> <li>To promote the importance of punctuality each day.</li> <li>To consider attendance alongside safeguarding where necessary.</li> <li>Attendance mentors to the allocated to 7 focus PP children.</li> <li>Attendance letters to sent by PP lead to PP children with low attendance offering support.</li> </ul> <p>Attendance mentors set up for the 6 target children. Letters send from PP to parents offering support with attendance. Regular meetings between PP lead and school attendance lead.</p> <p><b>IMPACT:</b> Of the 6 target attendance children Attendance for the focus children has shown improvement since Term 3 when we started mentoring with 5 of the 7 having a greater % attendance in Term 6 than in Term 3.</p> <p>26% of PP children received an attendance certificate at the end of Term 6 for good attendance.</p>	<p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p> <p><a href="#">Working together to improve school attendance</a></p>	8
<p><b>Communicating With and Supporting Parents</b></p> <p>Online or face-to-face parent consultations.</p> <ul style="list-style-type: none"> <li>Open door policy.</li> <li>Subsidising school uniform for Pupil Premium children.</li> <li>Written reports and data three times a year.</li> </ul>	<p>We understand the importance of our parents feeling empowered and engaged in their child's education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.</p> <p><a href="#">Parental engagement   EEF</a></p>	11

**Total budgeted cost: £144,745**

## Outcomes for disadvantaged pupils

Below is a summary of results from 2023-2024 using end of year data. The table shows the percentage of the cohort who were assessed at working at or above Age Related Expectations.

PP vs Non-PP					
PP vs Non-PP	ARE Range	Mathematics	Reading	Science	Writing
1	1EXS vs 1EXS	Non-PP +25.13%	Non-PP +15.16%	Non-PP +18.58%	Non-PP +47%
2	2EXS vs 2EXS	Non-PP +25%	Non-PP +33.33%	Non-PP +41.67%	Non-PP +26.67%
3	3EXS vs 3EXS	Non-PP +54.52%	Non-PP +27.61%	Non-PP +40.84%	Non-PP +54.65%
4	4EXS vs 4EXS	Non-PP +31.27%	Non-PP +22.58%	Non-PP +22.84%	Non-PP +39.97%
5	5EXS vs 5EXS	Non-PP +12.94%	PP +3.65%	Non-PP +14.62%	Non-PP +17.91%
6	6EXS vs 6EXS	Non-PP +37.65%	Non-PP +26.54%	Non-PP +43.21%	Non-PP +17.59%

## Externally provided programmes

Programme	Provider
Smart Maths	Richard Dunne
Read Write Inc. (Phonics and Spellings)	Read Write Inc.
Oxford Owl	University Press
Accelerated Reader	Renaissance
Times Table Rockstars	Maths Circle Ltd
Languagenut	Languagenut Ltd
Cracking Comprehension	Rising Stars
Charanga	Charanga
Purple Mash	2simple
NTS Assessments	NTS