

## Pupil Premium Strategy Statement Furley Park Primary Academy

### School overview

Detail	Data
<b>Number of pupils in school (October 2024)</b>	524
<b>Proportion (%) of pupil premium eligible pupils</b>	23%
<b>Academic year/years that our current pupil premium strategy plan covers</b>	2024-2025
<b>Date this statement was published</b>	October 2024
<b>Date of review</b>	July 2025
<b>Date on which it will be reviewed</b>	July 2025
<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 (October 2024)	£165,760
<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>	£165,760

### 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	Lower level of speech, language and communication skills on entry to school and subsequent lower vocabulary in accessing learning.
2	Attainment and progress for disadvantaged pupils in reading is below National Average
3	Limited skills with inference and retrieval in reading in Key Stage 2 leading to lower level of attainment in comparison to non-disadvantaged pupils
4	Low attendance and persistent absence from some families
5	Lack of participation in extracurricular activities for disadvantaged pupils in comparison to non-disadvantaged pupils

## Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils speech and language is in line with non-disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve GLD by the end of Reception in line with non-disadvantaged pupils.</li> <li>90% of disadvantaged pupils are on track to pass the PSC in Year 1 by the end of Reception (Green/Purple RWI).</li> <li>At least 90% of disadvantaged pupils pass the PSC by the end of Year 1.</li> <li>Subject specific vocabulary is explicitly taught in class.</li> </ul>
The difference between the attainment of disadvantaged pupils and non-disadvantaged pupils in reading has narrowed.	<ul style="list-style-type: none"> <li>Data at the end of Term 6 will show attainment gap reduced to at least national average in reading.</li> <li>Disadvantaged pupils will leave the school being able to read in line with national outcomes.</li> <li>PSC outcome is in line with or better than national average.</li> <li>Reading and sharing books are part of school and home life.</li> </ul>
All pupils will have good (or improved) attendance in school.	<ul style="list-style-type: none"> <li>Attendance data will be above 95%.</li> <li>Number of pupils with persistent absence will decrease.</li> <li>Good attendance is celebrated in school and at home.</li> </ul>
Improved participation in extracurricular activities for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Percentage of disadvantaged pupils attending after school clubs will increase from last academic year.</li> <li>Reduction of barriers for attending after school clubs for disadvantaged pupils.</li> </ul>

## Activity in this academic year

### Teaching

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>GLD by the end of reception</b> <ul style="list-style-type: none"> <li>- Experienced EYFS staff in reception classes.</li> <li>- TA support for small group work and pre-teaching.</li> <li>- High value of the development of vocabulary and reading.</li> </ul>	<b>EEF – Teacher Assistant Interventions (+4 months).</b>  <b>EEF – High Quality Teaching</b>	1, 2
<b>CPD for key staff in RWI</b> <ul style="list-style-type: none"> <li>- RWI development days with English Lead and RWI Specialist.</li> <li>- English Lead daily release during RWI for monitoring and assessment.</li> <li>- Regular assessment of children.</li> <li>- Online training resources for staff to access.</li> <li>- Regular updates for staff.</li> <li>- PP Lead to liaise with English Leads to identify individuals for additional support.</li> </ul>	<b>EEF – Phonics (+5 months).</b>  <b>EEF – RWI Phonics and Fresh Start – Trial (+3 months).</b>	1, 2, 3
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>- The Write Stuff – use of ambitious vocabulary.</li> <li>- Hooked on Books – use of ambitious vocabulary.</li> <li>- Pre-teaching of vocabulary for disadvantaged children with S&amp;L needs.</li> <li>- Word mats for subject specific vocabulary available and sent home for disadvantaged children with S&amp;L needs.</li> <li>- Vocabulary and definitions in homework.</li> </ul>	<b>EEF – Vocabulary in Action</b>	1, 2
<b>Hooked on Books</b> <ul style="list-style-type: none"> <li>- Embed the use of Hooked on Books from Year 2 to Year 6.</li> <li>- Online training resources for staff to access.</li> <li>- Regular updates for staff.</li> <li>- Pre-teaching for lower ability readers (particularly PP).</li> </ul>	<b>EEF – Reading Comprehension Strategies (+6 months)</b>	2, 3
<b>Accelerated Reader</b> <ul style="list-style-type: none"> <li>- Use AR data to inform planning.</li> <li>- Encourage children to engage with AR.</li> <li>- JO (librarian) to target disadvantaged pupils who are not engaging with AR.</li> <li>- <b>AR certificates in Phase assemblies?!!!</b></li> <li>- PP Lead to liaise with JO (librarian) to identify individuals for additional support.</li> </ul>	<b>EEF – Accelerated Reader – Second Trial</b>	2, 3
<b>Promoting Reading</b> <ul style="list-style-type: none"> <li>- All pupils to have time to choose books in the libraries.</li> <li>- JO (librarian) to target focus PP children with book recommendations.</li> <li>- Class reading areas to be inviting with a wide range of texts accessible.</li> <li>- Children to have time to read in class reading areas.</li> <li>- Story night for EYFS-Year 3 children.</li> <li>- Opportunities for 1:1 reading (focus on lowest 20% and PP).</li> <li>- After school reading with targeted year group PP children.</li> <li>- Year 1 to have Reading for Pleasure books for home.</li> <li>- Termly class readers based on high quality language and interesting, diverse, subjects.</li> <li>- Use some PP budget to purchase low level, high interest books for lower readers in KS2.</li> </ul>	National Literacy Trust – <b>Developing Reading for Pleasure in Your School</b>	2,3

## Targeted academic support

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Afternoon Phonics</b> <ul style="list-style-type: none"> <li>All Year 1 and Year 2 (PSC re-takes and targeted PP) to attend afternoon phonics sessions from Term 3.</li> <li>TA support to allow for smaller groups.</li> </ul>	EEF – <b>Phonics</b> (+5 months).  EEF – <b>RWI Phonics and Fresh Start – Trial</b> (+3 months).	1, 2
<b>Pinny Time</b> <ul style="list-style-type: none"> <li>All Year 1 and Year 2 children who are in a RWI group which is below expected for the term to have daily Pinny Time.</li> </ul>	EEF – <b>Teacher Assis- tant Interventions</b> (+4 months).  EEF – <b>Phonics</b> (+5 months).  EEF – <b>RWI Phonics and Fresh Start – Trial</b> (+3 months).	1, 2
<b>Speech and Language</b> <ul style="list-style-type: none"> <li>Early identification of children requiring S&amp;L support in Reception.</li> <li>All disadvantaged children identified with a S&amp;L need to have S&amp;L intervention.</li> </ul>	EEF – <b>Oral Language Interventions</b> (+6 months).	1
<b>RWI Intervention</b> <ul style="list-style-type: none"> <li>All disadvantaged children with gaps in their phonetical knowledge in Year 5 and 6 to take part in Fresh Start (RWI intervention).</li> </ul>	EEF – <b>RWI Phonics and Fresh Start – Trial</b> (+3 months).	1, 2
<b>Lowest 20% Readers</b> <ul style="list-style-type: none"> <li>All disadvantaged pupils in the bottom 20% for reading to be heard read 3 times a week or more.</li> <li>PP children in Year 1 to take home a Reading for Pleasure picture book to share at home.</li> </ul>	The Book Trust - <b>The Benefits of Reading</b>	

## Wider strategies

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance Support and Challenge</b> <ul style="list-style-type: none"> <li>PP Lead to monitor attendance.</li> <li>PP Lead to liaise with JW to discuss attendance and identify individuals for additional support.</li> <li>Class attendance display. (either on doors or on a board)</li> <li>Class attendance reward. (own clothes day on the last day of term for the class with the best attendance for the term).</li> <li>Class attendance on newsletter.</li> </ul>	EEF – attendance interventions.	4
<b>Extracurricular Activities</b> <ul style="list-style-type: none"> <li>Staff to promote available clubs for their year group in class, newsletters and homework news box.</li> <li>Experience days for The Write Stuff.</li> <li>Disadvantaged children to be given priority in clubs. (block out 5 places)</li> </ul>		5

<ul style="list-style-type: none"> <li>- Sibling club available each term for targeted PP child to attend clubs. (Janine is going to look into this)</li> <li>- Lunchtime clubs. (Janine is going to look into this).</li> <li>- All classes to have at least 1 out of school visit and in school experience within the academic year.</li> </ul>		
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**Total budgeted cost: £TBC**

**Evidence Base**

High-Quality Teaching - <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>

Teacher Assistant Interventions - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

Phonics - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

Oral Language Interventions - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

RWI Phonics and Fresh Start – Trial - <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start>

Reading Comprehension Strategies - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

Vocabulary in Action - <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1729070478>

Accelerated Reader – Second Trial - <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial>

Developing Reading for Pleasure in Your School - <https://literacytrust.org.uk/blog/library-lifeline-part-3-developing-reading-for-pleasure-in-your-school/>

The Benefits of Reading - <https://www.booktrust.org.uk/what-we-do/impact-and-research/Research/the-benefits-of-reading/>

## Outcomes for disadvantaged pupils

Below is a summary of results from 2023-2024 using end of year data.

### PP vs Non-PP at EXS

PP vs Non-PP	ARE Range	Reading	Writing	Maths
<b>1</b>	1EXS vs 1EXS	Non-PP +15%	Non-PP +47%	Non-PP +25%
<b>2</b>	2EXS vs 2EXS	Non-PP +33%	Non-PP +27%	Non-PP +25%
<b>3</b>	3EXS vs 3EXS	Non-PP +28%	Non-PP +55%	Non-PP +55%
<b>4</b>	4EXS vs 4EXS	Non-PP +23%	Non-PP +40%	Non-PP +31%
<b>5</b>	5EXS vs 5EXS	PP + 4%	Non-PP +18%	Non-PP +13%
<b>6</b>	6EXS vs 6EXS	Non-PP +27%	Non-PP +18%	Non-PP +38%

### PP vs Non-PP at GDS

	ARE Range	Reading	Writing	Maths
<b>1</b>	1GDS vs 1GDS	Non-PP +39%	Non-PP +10%	Non-PP +22%
<b>2</b>	2GDS vs 2GDS	PP + 3%	Non-PP +5%	Non-PP +10%
<b>3</b>	3GDS vs 3GDS	Non-PP +38%	Non-PP +21%	Non-PP +39%
<b>4</b>	4GDS vs 4GDS	Non-PP +21%	Non-PP +8%	Non-PP +11%
<b>5</b>	5GDS vs 5GDS	Non-PP +17%	Non-PP +1%	Non-PP +29%
<b>6</b>	6GDS vs 6GDS	Non-PP +12%	Non-PP +11%	Non-PP +19%

### Reception GLD

<b>National % reached GLD</b>	TBC
<b>School % reached GLD</b>	96%
<b>National Disadvantaged % reached GLD</b>	TBC
<b>School Disadvantaged % reached GLD</b>	69%

### Year 1 Phonics Screening Check

<b>National % at ARE</b>	80%
<b>School % at ARE</b>	91%
<b>Disadvantaged % at ARE</b>	68%
<b>School Disadvantaged % at ARE</b>	92%

**Year 6 Data**

National % Combined EXS	61%	National % Combined EXS Disadvantaged	45%
School % Combined EXS	66%	School % Combined EXS Disadvantaged	23%
National % Combined GDS	8%	National % Combined GDS Disadvantaged	3%
School % Combined GDS	11%	School % Combined GDS Disadvantaged	8%
National EXS Reading	74%	National EXS Reading Disadvantaged	62%
School EXS Reading	73%	School EXS Reading Disadvantaged	46%
National EXS Writing	72%	National EXS Writing Disadvantaged	58%
School EXS Writing	90%	School EXS Writing Disadvantaged	69%
National EXS Maths	73%	National EXS Maths Disadvantaged	59%
School EXS Maths	83%	School EXS Maths Disadvantaged	23%

**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