

Pupil Premium Strategy Statement Furley Park Primary Academy

School overview

Detail	Data
Number of pupils in school (October 2025)	521
Proportion (%) of pupil premium eligible pupils	26% (December 2025)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date of review	July 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Collip
Pupil premium lead	Emma Stammers
Governor / Trustee lead	Gill Hollamby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (October 2025)	£175,740
Total budget for this academic year <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>	£175,740

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. Our values are centred around the themes of Aspire, Collaborate and Equity. 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, maths and GPS 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 used across the school from Year 2 to Year 6 to ensure that all our pupils are able to read confidently, accurately and speedily and to develop their comprehension skills.

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	Low attendance and persistent absence from some families
3	Lower level of attainment in GPS for disadvantaged pupils in comparison to non-disadvantaged pupils.
4	Lower levels of cultural capital and wider experiences for disadvantaged pupils.
5	Lower levels of engagement and support with learning and behavior at home for disadvantaged pupils compared to non-disadvantaged pupils.
School attainment gap	GPS = 16.3% Reading = 14.7% Maths = 11.5% Writing = 5.2%

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils speech and language is in line with non-disadvantaged pupils	<ul style="list-style-type: none"> • Disadvantaged pupils achieve GLD by the end of Reception in line with non-disadvantaged pupils. • 90% of disadvantaged pupils are on track to pass the PSC in Year 1 by the end of Reception (Green/Purple RWI). • At least 90% of disadvantaged pupils pass the PSC by the end of Year 1. • Subject specific vocabulary is explicitly taught in class.
All pupils will have good (or improved) attendance in school.	<ul style="list-style-type: none"> • Attendance data will be above 95%. • Number of pupils with persistent absence will decrease. • Good attendance is celebrated in school and at home.
The difference between the attainment of disadvantaged pupils and non-disadvantaged pupils in GPS has narrowed.	<ul style="list-style-type: none"> • Data at the end of Term 6 will show attainment gap reduced to at least national average in GPS.
All disadvantaged pupils have the opportunities to	<ul style="list-style-type: none"> • Pupil surveys reflect enjoyment in school and improved attitudes to learning.

increase their cultural capital and engage in wider experiences.	<ul style="list-style-type: none"> Yearly maps demonstrate the wide range of enrichment activities taking place each term. Subject leaders can verbalise the enrichment activities within their subject. Collaboration with subject leaders, SLT and EVC to increase offer of a range of activities.
Increased parental engagement and support of the school and their child's learning, including behaviour for learning.	<ul style="list-style-type: none"> Parents indicate there are strong links between home and school and support is received for a wide range of needs through parental correspondence and surveys. Behaviour incidents are reduced in school due to behaviour support in the home.

Activity in this academic year

Teaching

Budgeted cost: £70.296 (EST)

Activity	Evidence that supports this approach	Challenge number(s) addressed
GLD by the end of reception <ul style="list-style-type: none"> Experienced EYFS staff in reception classes. High value of the development of vocabulary and reading. Follow EYFS curriculum and guidance and ensure that the environment is bespoke to the children. 	EEF – High Quality Teaching	1
CPD for key staff in RWI <ul style="list-style-type: none"> RWI development days with English Lead and RWI Specialist. Regular assessment of children. Online training resources for staff to access. Regular updates for staff. PP Lead to liaise with English Leads to identify individuals for additional support. Pinny time for lowest PP chdn. 	EEF – Phonics (+5 months). EEF – RWI Phonics and Fresh Start – Trial (+3 months).	1
Vocabulary <ul style="list-style-type: none"> The Write Stuff – use of ambitious vocabulary. Hooked on Books – use of ambitious vocabulary. Pre-teaching of vocabulary for disadvantaged children with S&L needs. Word mats for subject specific vocabulary available and sent home for disadvantaged children with S&L needs. Vocabulary and definitions in homework. Teachers aware of PP target chdn. 	EEF – Vocabulary in Action	1, 2
GPS Strategies <ul style="list-style-type: none"> All classes to teach discrete GPS sessions at least once a week or equivalent throughout the term. GPS to be sent as homework at least twice a term. GPS links made in The Write Stuff lessons where appropriate. 	DFE – The Writing Framework Goldsmiths Research Online – 8 Ways to Improve the Teaching of Spelling, Punctuation and Grammar.	3
Continued Subscription to Standardised Tests <ul style="list-style-type: none"> Year 1 to 6 to complete NTS assessments in Reading, Maths and GPS in Terms 2, 4 and 6. Teachers to use data from tests to inform interventions for children who are identified as not working at Age Related Expectations. 	EEF – Making effective Use of Diagnostic Assessments	1, 3

<ul style="list-style-type: none"> Data from tests used to inform Pupil Progress Meetings with SLT, SENCO and Class Teachers. 		
Teaching and Learning Leader <ul style="list-style-type: none"> Teaching and Learning Lead to observe lessons across the school to ensure consistency. Teaching and Learning Lead to feedback to staff members and support where necessary. Teaching and Learning Lead to work closely with staff who require additional support. 	Wallace Foundation – How Leadership Influences Student Learning	1, 3

Targeted academic support

Budgeted cost: £52,722 (EST)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afternoon Phonics <ul style="list-style-type: none"> All Year 1 and Year 2 (PSC re-takes and targeted PP) to attend afternoon phonics sessions from Term 3. TA support to allow for smaller groups. 	EEF – Phonics (+5 months). EEF – RWI Phonics and Fresh Start – Trial (+3 months).	1, 2
Pinny Time <ul style="list-style-type: none"> 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. 	EEF – Teacher Assis-tant Interventions (+4 months). EEF – Phonics (+5 months). EEF – RWI Phonics and Fresh Start – Trial (+3 months).	1
Speech and Language <ul style="list-style-type: none"> Early identification of children requiring S&L support in Reception. All disadvantaged children identified with a S&L need to have S&L intervention. 	EEF – Oral Language Interventions (+6 months).	1
RWI Intervention <ul style="list-style-type: none"> All disadvantaged children with gaps in their phonetical knowledge in Year 5 and 6 to take part in Fresh Start (RWI intervention). 	EEF – RWI Phonics and Fresh Start – Trial (+3 months).	1
Online Intervention <ul style="list-style-type: none"> All disadvantaged children who are not working at age related expectations to use Doodle Learning for English and Spelling. 	EEF – Individualised Instruction (+4 months). EEF – Using Digital Technology to Improve Learning	3

Wider strategies

Budgeted cost: £52,722 (EST)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular Activities <ul style="list-style-type: none"> Staff to promote available clubs for their year group in class, newsletters and homework news box. 	DfE – An unequal playing field: extra-curricular activities,	4

<ul style="list-style-type: none"> ○ Quality experience days for The Write Stuff. ○ Disadvantaged children to be given priority in clubs. ○ All classes to have at least 1 out of school visit and in school experience within the academic year. ○ Yearly map to demonstrate the wide range of enrichment activities taking place each term. 	soft skills and social mobility	
Subsidy and Support for Enrichment <ul style="list-style-type: none"> ○ Financial support offered to disadvantaged families for enrichment activities. ○ Year 6 PGL to Paris part-funded for disadvantaged families. 	EEF Evidence?!! DfE – An unequal playing field: extra-curricular activities, soft skills and social mobility	4
Uniform <ul style="list-style-type: none"> ○ All disadvantaged families entitled to free uniform each academic year. ○ Order forms for free uniform to be given to disadvantaged families in Term 5 ready for the next academic year. ○ All families have access to Pre-Loved Uniform Shop. 		5
Breakfast and After School Club <ul style="list-style-type: none"> ○ Subsidised and free places for some disadvantaged children to enable good punctuality and attendance. 	Nuffield Foundation – Out of school activities and the education gap IFS – Breakfast clubs work their magic in disadvantage schools	2, 5
Support from Learning Mentors <ul style="list-style-type: none"> ○ Learning mentors to work closely with disadvantaged families for attendance and behaviour. ○ Learning mentors to support identifies children with additional emotional and/or behavioural needs. ○ Learning mentors to offer support to parents as well as children. 	EEF – Parental Engagement (+4 months). EEF – Working with Parents to Support Children's Learning.	2, 5
Contingency Fund <ul style="list-style-type: none"> ○ Contingency fund available for dinner debts, food parcels, uniform, vouchers, etc. 		5

Total budgeted cost: £175,740 (EST)

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

Parental Engagement - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

Individualised Instruction - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>

Working with Parents to Support Children’s Learning - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1763997031

Using Digital Technology to Improve Learning - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1763996206

The Writing Framework - <https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary>

8 Ways to Teach Spelling Punctuation and Grammar - https://research.gold.ac.uk/id/eprint/29618/9/NATE_TE_Issue%2022_88pp%20Journal%20Spring%202020_49-52_GILBERT.pdf

Making Effective Use of Diagnostic Assessments - <https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment>

How Leadership Influences Student Learning - <https://wallacefoundation.org/report/how-leadership-influences-student-learning?utm>

An unequal playing field: extra-curricular activities, soft skills and social mobility - <https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility>

Out of school activities and the education gap - <https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap?utm>

Breakfast clubs work their magic in disadvantage schools - <https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools?utm>

Outcomes for disadvantaged pupils

Below is a summary of results from 2024-2025 using end of year data.

Non PP vs PP (EXS+)

PP vs Non-PP	Reading 2024-2025	Reading 2023-2024	Writing 2024-2025	Writing 2023-2024	Maths 2024-2025	Maths 2023-2024
1	PP +12%	Non-PP +15%	PP +0.6%	Non-PP +47%	PP +8%	Non-PP +25%
2	Non-PP +9%	Non-PP +33%	Non-PP +4%	Non-PP +27%	Non-PP +4%	Non-PP +25%
3	Non-PP +20%	Non-PP +28%	Non-PP +11%	Non-PP +55%	Non-PP +10%	Non-PP +55%
4	Non-PP +34%	Non-PP +23%	Non-PP +43%	Non-PP +40%	Non-PP +36%	Non-PP +31%
5	Non-PP +28%	PP +4%	Non-PP +33%	Non-PP +18%	Non-PP +32%	Non-PP +13%
6	Non-PP +21%	Non-PP +27%	Non-PP +7%	Non-PP +18%	Non-PP +1%	Non-PP +38%



Year 1 Phonics Screening Check

	2024-2025	2023-2024
National % at ARE	81% (EST.)	80%
School % at ARE	89.4%	91%
Disadvantaged % at ARE	TBC%	68%
School Disadvantaged % at ARE	87.5%	92%

Reception GLD

	2024-2025	2023-2024
National % reached GLD	69%	TBC%
School % reached GLD	82.5%	96%
National Disadvantaged % reached GLD	TBC%	TBC%
School Disadvantaged % reached GLD	66.7%	69%

Year 4 Multiplication Check

National % Passed	38.3% (EST.)
School % Passed	39.2%
National Disadvantaged % Passed	TBC%
School Disadvantaged % Passed	17.2%

Year 6 Data EXS+

Subject	%	Subject (Disadvantaged)	%	Attainment Gap 2024-2025	Attainment Gap 2023-2024
National Combined	62%	National Combined	47%		
School Combined	67%	School Combined	57.1%	-9.9%	-43%
National Reading	75%	National Reading	63%		
School Reading	76.6%	School Reading	61.9%	-14.7%	-27%
National Writing	72%	National Writing	59%		
School Writing	86.2%	School Writing	81%	-5.2%	-21%
National Maths	74%	National Maths	61%		
School Maths	73.4%	School Maths	61.9%	-11.5%	-60%
National GPS	73%	National GPS	54%		
School GPS	73.4%	School GPS	57.1%	-16.3%	-

Year 6 Data GDS

Subject	%	Subject (Disadvantaged)	%	Attainment Gap 2024-2025	Attainment Gap 2023-2024
National Combined	11%	National Combined	4%		
School Combined	18.1%	School Combined	14.3%	-3.8%	-3%
National Reading	33%	National Reading	TBC%		
School Reading	40.4%	School Reading	23.8%	-16.6%	-
National Writing	13%	National Writing	TBC%		
School Writing	30.9%	School Writing	33.3%	+2.4%	-
National Maths	26%	National Maths	TBC%		
School Maths	25.5%	School Maths	14.3%	-11.2%	-
National GPS	30%	National GPS	TBC%		
School GPS	22.3%	School GPS	14.3%	-8%	

Externally provided programmes

Programme	Provider
Read Write Inc. (Phonics, Spellings and Fresh Start)	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
Diagnostic Assessments	Boost Insights, Shine and NTS
The Write Stuff	Jane Considine
Hooked on Books	Jane Considine