

## Funding overview 2024-25

Detail	Data
School name	Farringdon Academy
Number of pupils in school	357 (2024-25)
Proportion (%) of pupil premium eligible pupils	151/357 42% (2024-25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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
Detail	Amount
Pupil premium funding allocation this academic year	£223, 480 (2024-25)
Recovery premium funding allocation this academic year	£0 ended
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£223, 480

## 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 identified on our strategy plan.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £122,955**

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
<p>Embedding activities across the EYFS curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary such as the use of Helicopter stories and NELI.</p> <p>We will purchase relevant training and resources which facilitate this and fund ongoing intense teacher training and release time focused upon language acquisition.</p>	<p>Focused CPD delivered on the use of selected questioning / response techniques to enhance opportunities for language development has resulted in improvements within CLL in Nursery and Reception. Additional open-ended role play resources were purchased, introduced and modelled to children which encouraged higher engagement in talk. The data impact has been particularly evident in Nursery where there is an increase in the percentage of children on track for their in Communication and Language for this point in the year.</p>	<p>Spring term has focused the development of communication and language through continuous provision in EYFS.</p> <p>Opportunities for talk through a redesigned small world and performance stage area have impacted positively on children's want to talk and communicate for different purposes. Children have developed their confidence and ability to communicate ideas, and this has been reflected in the data where both Nursery and Reception have seen and increase in the percentage of children working at age related.</p>	<p>In both Nursery and Reception, the prediction for children achieving age related expectations in CLL has been exceeded.</p> <p>In Nursery 85% achieved ARE (80% predicted)</p> <p>In Reception 77% achieved ELG (71% predicted).</p>
<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>This action has been limited to three mornings a week as the reading leader is currently teaching part time in year 6. However during those mornings she has completed drop ins with all adults teaching phonics. All year groups have improved the percentage of children on track for phonics using RWInc systems.</p>	<p>This action has been limited to three hour sessions a week as the reading leader is currently teaching in year 6. However during those morning sessions she has completed drop ins with all adults teaching phonics. All year groups are making progress using RWInc systems and teaching of reading remains consistent.</p>	<p>In Reception 67% of children achieved their word reading ELG (compared to 58% predicted).</p> <p>In year 1 76% of children achieved the expected standard in their phonics screen.</p>

<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 training session and writing lead coaching time to mirror the successful reading model used in school.</p>	<p>As a result of additional day of good quality teaching, currently in Y2 there is a small gap between disadvantaged and non-disadvantaged children working within the average range.</p> <p>As a result of the coaching model being used in Y1, there is only a small gap between disadvantaged and non-disadvantaged children working within the average range.</p>	<p>A writing review across the trust was carried out in Spring term which found that RWI and RSW is having a positive impact on transcription, grammar and composition of writing in school.</p> <p>In KS2 teacher modelling has improved and children learn well from this along with the focus on sentence accuracy.</p>	<p>In year 6 71 % achieved the expected standard or above in writing and evidence was moderated by the local authority.</p> <p>There have been improvements (although small) in most year groups with year 5 improving from 28% to 54% of children working within the expected standard.</p>
<p>Embed the PSHE curriculum in order to further improve the quality of social and emotional learning.</p> <p>We will fund the PSHE lead to be released and to use Trauma informed approaches to work with individual children based on identified need.</p>	<p>This term we have used the school nursing allocation to enhance our PSHE curriculum with focused workshops on needs identified within specific year groups (dental health for Reception and personal safety for year 2)</p> <p>Children with social care involvement and / or SEMH needs in school have been supported as individuals by LC.</p>	<p>The PSHE curriculum is well embedded with staff and we are developing our mental health offer with our new partnership with the MHST in school. Workshops across school are planned for the Summer term including SAT support, dealing with big feelings and 1-1 consultations where needed.</p>	<p>School achieved the Gold Charter Mark for wellbeing and were complimented on their integrated approach to PSHE and mental health.</p>
<p>Introduce and implement the Mastering Number Programme for EYFS and KS1.</p> <p>Maths Hub CPD for Lead and Lead Teachers – resources provided from Great North Maths Hub.</p> <p>Follow up CPD from Maths Lead, Trust Lead.</p> <p>Whole school CPD</p> <p>Maths Lead to provide bespoke CPD and follow up support as necessary</p> <p>ECT mentors to carry out Modelled lessons and coaching sessions.</p> <p>TLR to monitor impact of approach.</p> <p>Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p> <p>Renewal of White Rose License.</p> <p>Renewal of deepening understanding.</p>	<p>Y6 (maths lead support) and Y1 teacher are continuing to work with the maths hub and visits to a school demonstrating good practice in mastery.</p> <p>Mastering number training has been accessed by key Reception and KS1 staff to ensure clear understanding of the successful delivery of the programme.</p>	<p>Mastering Number resources are being used successfully in KS1 Showing clear impact on the percentage of children working at ARE (75% of children in both Y1 and Y2).</p> <p>The disadvantage gap is small and improving in both year groups.</p>	<p>In Reception 69% of children achieved their ELG in number and numerical patterns (only 58% predicted).</p> <p>In year 1 73% of children are working within the standard.</p> <p>In year 2 71% of children are working within the standard.</p> <p>Gaps in disadvantaged and non-disadvantaged children in Maths are small in almost all year groups.</p>

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

Budgeted cost: **£70,525**

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
Delivery of training and CPD which continue to improve language acquisition knowledge to deliver the BLAST and NELI / phonics blended programmes effectively for disadvantaged pupils who have relatively low spoken language skills.	CPD refresher session delivered on use of selected questioning / response techniques to further develop language.	CPD on the use of NELI techniques in the new continuous provision areas of learning showing improved conversational skills, particularly in small world.	In both Nursery and Reception, the prediction for children achieving age related expectations in CLL has been exceeded. In Nursery 85% achieved ARE (80% predicted) In Reception 77% achieved ELG (71% predicted).
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.	As a result of clear focused timetabling all intervention sessions have been delivered enabling children to make either small steps of progress in the number of sounds known or move up groups.	As a result of clear focused timetabling intervention sessions have been delivered, however there have been 2 longer term absences which has impacted on the number of sessions delivered. This has enabled most children to make either small steps of progress in the number of sounds known or move up groups.	In Reception 67% of children achieved their word reading ELG (compared to 58% predicted). In year 1 76% of children achieved the expected standard in their phonics screen.
As a result of high-quality data analysis focus termly interventions on selected elements of reading, writing and maths specific to individual cohorts of disadvantaged children.	Through effective use of TAs, a robust intervention programme has been in place during the Autumn term. After the 6-weekly assessments, the Literacy Lead analyses data and carefully plans timetabled interventions for those children who need to keep up: the children receive three 20min additional phonics sessions weekly to improve the standards of reading. This has resulted in improvements for all year groups.	As a result of well-focused interventions, gaps have narrowed and are small in reading, maths and writing in Y 1-3. Gaps remain in Y4 – Y6 and are highest in Y5, therefore additional teaching time will be allocated from Y6 staff who will be released after SATs have taken place.	High quality interventions have been delivered and monitored for impact across year groups. Disadvantaged gaps are smaller in maths and therefore intervention planning will be focused on reading and writing in Autumn term.

<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>Relax Kids to focus on family groups with additional liaison with parents and carers.</p>	<p>This has been completed for Autumn term. This time prior to Relax Kids sessions being delivered home visits or home calls were carried out by the coach to enhance the knowledge of the children and develop closer liaison with parents throughout.</p> <p>The use of a home session was used this term to support the family in the development of calming strategies in the home for a specific child which received positive feedback into school.</p> <p>Families have been evaluated by leaders alongside the Relax Kids coach with next terms priorities identified together.</p>	<p>This has been challenging to implement this term due to 2 x longer term absences and the Relax Kids coach has also been absent due to an operation.</p> <p>However our Mental Health lead has worked hard to implement as many interventions on a Friday as she can and is now liaising closely with the MHST.</p>	<p>Relax Kids has been fully implemented this term as the coach has returned to her groups.</p> <p>The mental health lead has also co—ordinated our offer of nurture alongside working with the MHST Healthy Heads in school.</p> <p>The MHST offer has focused on whole class approach this term looking at SAT support, transitions and a Y4 / Y5 group of children with ASD dealing with big feelings.</p> <p>Gold charter mark for wellbeing was achieved.</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£30,00**

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
<p>Revisit of core values and “Farra Rules” through assemblies led by HT from September 2024.</p> <p>Key stage / year group / dinner staff bite size bespoke training throughout the year on positive behaviour management and de-escalation approaches with the aim of continuing to develop our school ethos and improving behaviour across school. In addition team teach refresher training to be secured for additional groups of key staff across school.</p>	<p>Farra rules are known and understood by pupils who have had positive aspects of these highlighted through assemblies and Facebook sharing.</p> <p>Dinner staff received CPD on role expectations and leaders have supported dinner time outside play effectively this term.</p> <p>Team teach update training has been completed for an additional 2 x SLT and 3 x TAs.</p>	<p>Assemblies have been used to embed the Farra Rules each week along with the celebration of attendance improvements and achievements.</p> <p>SLT and MLT continue to support at lunchtimes and a revisit of core strategies is planned with lunchtime staff on 28.4.25.</p>	<p>Assemblies have continued to be used to embed the Farra Rules each week along with the celebration of attendance improvements and achievements.</p> <p>SLT and MLT continue to support at lunchtimes in a redesigned playtime schedule to support any ‘hot spots’ for behaviour.</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>As a result of this ongoing work, currently the attendance for gap between children who are disadvantaged and non-disadvantaged has narrowed to -2% from -6% in Autumn 1.</p>	<p>This ongoing work has enabled the attendance gap between children who are disadvantaged and non-disadvantaged to remain at -2% in Spring.</p> <p>Attendance remains a challenge but has been as high as 96% for PP children this term.</p>	<p>The attendance gap between children who are disadvantaged and non-disadvantaged has slightly widened at -3% in Spring, however holidays have impacted this data despite school’s application of the absence policy.</p>
<p>The implementation of extra-curricular activities for disadvantaged children enabling them to take part in artistic and creative activities, such as dance and music or socially focused clubs such as youth clubs for key stages.</p>	<p>The youth clubs and film nights have been well attended and further analysis will be completed to ensure all disadvantaged children have the opportunity to attend.</p>	<p>Again this term the youth clubs were well attended and both KS1 and KS2 choirs have had the opportunities to perform at different settings and for their parents.</p>	<p>Youth clubs were well attended again in the summer term and both KS1 and KS2 choirs have had the opportunities to perform at different settings and for their parents.</p>
<p>The implementation of increased varied opportunities to engage in different types of play at playtimes led by the school council to build social and communication skills between peer groups.</p>	<p>This will be a focus for next half term.</p>	<p>Resources have been purchased with balls and bouncy hoppers being the clear favourites with the children and are used for sustained play.</p>	<p>Resources have been refreshed with balls and bouncy hoppers still being the clear favourites with the children and are used for sustained play.</p>

**Total budgeted cost: £ £223,480**