

# Pupil premium strategy statement – Academic Years 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Plains Farm Academy
Number of pupils in school	168 including nursery
Proportion (%) of pupil premium eligible pupils	51% (73 pupils)
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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L. Cassidy – Head teacher
Pupil premium lead	A. Hunter – Deputy Head Teacher
Governor / Trustee lead	S. Ruffell Link governor for disadvantaged Steve Ruffell/Annette Parr Trustee Leads

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,055
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	£117,055

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Plains Farm Academy is to provide all children with the opportunity to achieve their full potential regardless of race, gender, cultural heritage or previous experience. We use various strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all children having full access to the wider curriculum experiences. This ensures we develop well rounded individuals who achieve their ambitions and thrive in life.

### **Potential barriers to learning for disadvantaged pupils may include:**

- Less effective support at home – particularly during school closures and periods of self-isolation where remote learning was accessed
- Lower than average language and communication skills
- Lack of confidence and low self-esteem
- Potential mental health issues of children and adults within the family home
- Struggling with managing behaviours
- Attendance and punctuality issues

There may also be further complex family situations that can impact upon children and prevent them from reaching their full potential. The challenges faced by our children are varied and there is no “one size fits all” plan for support. We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil the school has legitimately identified as being socially disadvantaged.

### **At Plains Farm Academy, our intention is:**

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children
- For all disadvantaged children in school to meet or exceed nationally expected progress measures
- For all disadvantaged children to access the rich extra-curricular provision on offer
- Be well-rounded, confident individuals who achieve their ambitions and flourish in life

### **We aim to do this through:**

- Frequent monitoring of data and children’s outcomes to ensure accurate and timely identification of pupils in need of support
- Ensuring that teaching and learning opportunities meet the needs of all and that where children have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- Ensuring all vulnerable children have access to breakfast club, have appropriate equipment, uniform provision and after school interventions

- Support to increase the attendance of vulnerable children
- Breakfast provided for all disadvantaged children on a morning and access to fruit throughout the school day
- Ensuring that vulnerable children have access to high quality pastoral and mental health support via Fun Friends, Friends for Life programme and Chatty Tuesdays
- Pupil Premium funding will be allocated following an analysis of each class which will identify specific groups or individuals.

### **Achieving these objectives:**

The range of provisions available at Plains Farm Academy, include but are not limited to delivering teacher planned literacy and maths intervention for three days per week across all key stages, bespoke planned interventions lead by HLTA and block interventions focusing on identified children.

- Providing laptops to support with access to homework and remote learning where required.
- Allocating high quality teaching assistants to support with wellbeing
- Teachers and teaching assistants delivering interventions during and after school
- Weekly monitoring of children's books by leaders
- Breakfast club and after school club provided daily to vulnerable children
- Tracking and attendance monitoring by an external company, Attendance 100
- Frequent contact and support with parents and children regarding uniform, extra-curricular activities and trips
- Frequent dialogue between SLT and HLTA to support the planning and delivery of high quality interventions.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low communication, language and literacy – children enter EYFS below age related expectations - 100% of Nursery and Reception disadvantaged cohorts entered below ARE
2	Ongoing impact of COVID-19 and school closures - very few disadvantaged children accessed remote learning or attended school during national lockdown. Lockdown also impacted upon children's first-hand experiences. For disadvantaged children, the gap widened further in reading, writing and maths in the majority of classes. Interventions and bespoke teaching has allowed for a narrowing of the gap however, it remains a key challenge.

3	Writing attainment remains lower than both reading and writing in all year groups. Significant CPD has been provided to all staff with the support of Trust Improvement Leads for English. Writing outcomes continue to improve but are not yet at similar figures to reading and maths. Children continue to enter nursery with limited fine motor skills impacting upon their abilities to be ready to write.
5	2024 Exit Data, showed that 35% of disadvantaged pupils were working below expected standard in reading, 47% working below in writing and 41% working below in maths.
6	Attendance for 2023-24 for disadvantaged pupils was 89.9% a slight increase from 89.6% the previous year. 33.6% of disadvantaged pupils were identified as persistently absent which is a significant decrease from 55.7% in 2022.

## 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
To raise the standards of achievement for disadvantaged children achieving age related expectations in RWM across key stage 1 and 2, bringing it in line/exceeding national expectations and/or in line with progress of individual child's starting point/s	PP children's tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Maths in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Maths tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Reading in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Reading tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Writing in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Writing tracking data will show ARE and/or progress from relative starting points year on year
Disadvantaged children's attendance is in-line with national expectation	Ensure attendance of disadvantaged pupils is above 95%
Improve oral language skills for children in Early Years and Year 1	PP children in Early Years are able to express their needs fluently and be 'Year 1' ready

<p>Where children are not fully supported at home, to ensure they eat breakfast, given an opportunity to complete homework with support and regularly heard read.</p>	<p>No child will be disadvantaged through financial hardship or lack of parental support</p>
<p>To support children's mental health and wellbeing in all areas impacting positively on emotional intelligence and resilience therefore improving readiness for learning.</p>	<p>The resilience and motivation of children eligible for PP in learning situations will be improved. Attainment and progress for these (and other) children is improved.</p>

## 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: £74,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff to effectively implement Ready, Steady, Write writing programme through whole school CPD</p> <p>English Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions. TLR to monitor impact of approach.</p> <p>English Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p> <p>Subscription fees paid to gain access to premium resources</p> <p>Training sessions purchased</p> <p>Writing Lead to monitor effectiveness of implementation and provide bespoke CPD as a regular follow up activity.</p>	<p>Recommendations 4 and 5 in the new EEF guidance document on improving literacy in KS2 describes features of the 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>	<p>2,3</p>

<p>Continue to implement and sustain 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 Maths Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions.</p> <p>TLR to monitor impact of approach. Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p> <p>Renewal of White Rose License Renewal of deepening understanding</p>	<p><i>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</i></p> <p>EEF +5 Mastery Approach to Learning</p> <p><i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i></p> <p><a href="#">Improving Mathematics in Key Stage 2</a></p>	<p>2</p>
<p>Develop and refine Whole Class Guided Reading Model across KS2 to support the development of comprehension strategies.</p>	<p><i>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</i></p> <p><i>‘Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction’</i></p>	<p>2</p>

<p>Bespoke CPD provided by SLT to implement Reading Curriculum.</p> <p>Monitoring of newly implemented programme by SLT and MLT.</p>	<p><u>Reading comprehension strategies   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>Sustain the teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups</p> <p>TLRs will attend Teacher Research groups with Mastery specialist to develop own teaching of maths to disseminate to staff across school.</p> <p>TLRs and Lead staff to trial approaches in classes and cater to needs of school and children.</p> <p>TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.</p>	<p>EEF</p> <p><u>Improving Mathematics in the Early Years and Key Stage 1   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>EEF +5 Mastery Approach to Learning</p> <p><i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i></p> <p><u>Improving Mathematics in Key Stage 2</u></p>	<p>2,3</p>
<p>Retention of support staff to supplement teachers enabling disadvantaged pupils to receive high quality teaching.</p> <p>HLTA 4x days – interventions, support for CF children</p>	<p>Evidence from ‘The Deployment and Impact of Support Staff (DISS) Project,’ summarised effective TA deployment, training and use in one clear principle – ‘use TAs to supplement what teachers do, not replace them’</p>	<p>2,3</p>

TA 5x days – SEND support		
<p>Use of the Phonics leader to deliver effective CPD and further develop her coaching programme with all staff teaching</p> <p>RWI phonics programme throughout school alongside the</p> <p>RWI development days. Support and challenge provided by Trust Lead.</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>	1,2

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

Budgeted cost: £15,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based interventions to be implemented termly, following each assessment cycle. All interventions will be focused around reading, writing, maths and social, emotional and mental health.</p>	<p>Small group intervention based upon autumn term assessment. <a href="#">EEF Research in to Reduced Class Sizes</a>. The lower class numbers also allow for children to receive more individualised feedback which, according to research, has a high impact on attainment. <a href="#">EEF – Feedback Research Evidence</a>.</p>	1,2,3
<p>Staff to attend CPD and implement Blast Literacy</p> <p>Additional training for 2x TAs and 1x Teachers 1-day training</p> <p>Delivered 5 x 1 ½ hours per day.</p>	<p>School have found that due to the impact of Covid 19, children are entering school with poor communication and language skills.</p> <p>EEF +6</p> <p>Oral language interventions</p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p><i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i></p>	1

	<p><u>Oral language interventions   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>EEF</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months' progress.</i></p>	
<p>Chatty Tuesdays for identified children in school.</p> <p>Training for HLTA 2x days per week 1x day to plan 1x day to deliver on a 1:1 basis</p>	<p><i>'Children's emotional well-being is just as important as their physical health. Good mental health helps them develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.'</i></p> <p><a href="https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/children-and-young-people">https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/children-and-young-people</a></p>	6, 5

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

Budgeted cost: £28,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance 100 works closely with families and offers both challenge (referring to the LA where necessary) as well as support	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	6
Relax Kids  2x 1:1 session 1x small group session	'Relax Kids enhances young people's capacity to be successful. A lot of the features from the Relax Kids programme really help young people to ground themselves learn how to deal with adversity and they will be more resilient and able to survive with these techniques. There will always be times where it is tough and they will be more resilient and resourceful if they have these techniques.'	6, 5,
Educational Psychologist:	To ensure quality First Teaching all staff make good use of advice and undertake guidance from the Educational Psychologist team.	1, 2, 3, 5, 6

6x days purchased	<u>As above EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</u>	
Enrichment of the curriculum enhanced by off-site visits and visitors to school (including wider school experiences. Pantomime visit etc)	<p>Research seems to point to benefits for children who get experiences outside the classroom, most highlight how difficult this is to measure. We need to provide children with first hand experiences in order to inspire, connect and appreciate the wider opportunities available. This is especially true for our disadvantaged pupils.</p> <p><u>Research into the value of outdoor education and visits.</u></p>	3,2

**Total budgeted cost: £113,960**

## Part B: Review of outcomes for Academic Year 2024-25

### Pupil premium strategy outcomes

#### Writing:

Writing remained a key priority across the Summer Term and it was monitored closely by leaders in school and across the Trust through cross moderation and reviews.

Outcomes in books continued to improve across the term and attainment increased.

% of chn on track to achieve Average Standard+		
	Aut 24	July 25
Y1	37%	40%
Y2	56%	58%
Y3	23%	36%
Y4	45%	50%
Y5	41%	48%
Y6	43%	70%

#### Maths:

Additional training and resource materials were shared with staff across the Summer Term. Teaching continues to have a positive impact upon outcomes for PP learners.

% PPM chn on track to achieve Average + in maths		
	Aut 24	July 25
Y1	33%	67%
Y2	50%	82%
Y3	58%	62%
Y4	47% *	56%
Y5	57%	54%*
Y6	42%	58%

PP attainment has increased or maintained in all classes, with the exception of Y5 where attainment is impacted by transience.

#### Reading:

% PPM chn on track to achieve Average + in reading		
	Aut 24	Sum 25
Y3	50%	54%
Y4	47%	69%
Y5	64%	69%
Y6	58%	75%

Reading attainment continues to increase in all year groups. Teaching and learning in reading lessons is strong and outcomes continue to improve. Teachers are confident with the whole class teaching model.

Pupil Premium Attendance continued to increase and improve across the academic year.

The attendance of PP chn in Summer Term was 90.5% compared to 95.1% for Non-PP chn.

In addition, Persistently Absent figures decreased.

**Persistently Absent: (25.8%)**

PA PPM – 32.4% this is a significant decrease from 54% this time last year.

SLT and SBM have continued to follow in school attendance procedures relentlessly having a significant impact across the year.

Visits were subsidised where appropriate, including a residential to London.