

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Farringdon Academy
Number of pupils in school	384 (2025-26)
Proportion (%) of pupil premium eligible pupils	151/ 384 50% (2025-26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,340 (2025-26)
Recovery premium funding allocation this academic year	£0 ended
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,340

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the significant challenges they face, make good progress and achieve high standards across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, and ensure challenge is in place to enable further progress for those who are already high attainers.

We will be constantly aware of the challenges faced by vulnerable pupils, such as those who have or have previously had social care support, emotional and wellbeing support or are CLA. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and intervention are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support or challenge. We use this to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Contained within the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained, improved and accelerated alongside progress for their disadvantaged peers.

Our approach will be responsive to robust data analysis and identifying specific and targeted key priorities that are amenable to change. The approaches we have adopted complement each other and to ensure they are effective we will:

- act early to identify need to ensure effective support is in place at the earliest opportunity.
- ensure a whole school approach in which all staff have high expectations for all groups of children ensuring disadvantaged pupils are challenged in the work that they're set to raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Baseline and termly assessments, observations, and discussions with pupils indicate underdeveloped early oral language skills and vocabulary gaps among many pupils. This is evident from Nursery through to KS1 and are more prevalent among our disadvantaged pupils than their peers. The 2025-26 Nursery and Reception cohorts are also demonstrating even more underdeveloped early oral language as a result of the impact of the previous Covid pandemic restrictions, during which they were born.
2	Internal assessments and the national year 1 phonics screen indicates that early reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This starts in Reception and is evident throughout key stage 1 leading on to poorer fluency in key stage 2.
3	Observations and planning and work scrutiny demonstrate a need to further improve subject knowledge in the teaching of writing in key stage 2. Summer 2025 data indicated that disadvantaged children underperformed in writing compared to non-disadvantaged children.
4	The percentage of children identified as disadvantaged in our school is high. There also continues to be an increase in the percentage of children known or previously known to social care in school. Our observations and discussions with these families have indicated that the lockdowns in the pandemic along with the current financial hardships that are increasing on families have had a negative impact upon our disadvantaged children's mental health and wellbeing, specifically their ability to interact positively with each other in some structured and unstructured settings. This has continued to impact on children's readiness for learning and therefore attainment and progress.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than 96% in most year groups. Our assessments and observations indicate that absenteeism is continuing to negatively impact disadvantaged pupils' attainment and progress.
6	Our internal Maths data indicates that there is a variable disadvantaged gap in all year groups from Y1 to year 6.

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
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS and KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and KS1. This is evident when triangulated with other sources of evidence including improvements in oral language demonstrated within lessons and continuous provision, evidence demonstrating pupil voice in display, floor books and journals, positive progress through interventions and ongoing formative assessment.
Improved early reading skills among disadvantaged pupils in EYFS and KS1.	EYFS reading strand outcomes demonstrate that at least the predicted 65% of disadvantaged children achieve their ELG in word reading. Y1 phonics screen outcomes and Y2 resit phonics screen outcomes for 2025/26 demonstrate disadvantaged children achieve as well as non-disadvantaged children.
Improved writing attainment for disadvantaged pupils within KS2.	Y3, 4, 5 and 6 writing outcomes in 2025/26 show that disadvantaged children achieve as well as non-disadvantaged children.
To achieve and sustain improved mental health and wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> improved positive engagement in learning and positive interactions when working with a partner or small group demonstrated within lessons and at playtimes. qualitative data from pupil voice, pupil and parent surveys, teacher observations, relax kids coach and nurture leaders.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being 96%, and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers. the percentage of all pupils who are persistently absent due to reduce.
Improve attainment in recall of times tables in early key stage 2 and achieving GDS across school.	Internal and external maths outcomes in 2025/26 show that disadvantaged children achieve as well as non-disadvantaged children in the year 4 times table test. Internal and external maths outcomes in 2025/26 show that disadvantaged children who are working at a higher ability achieve GDS as well as non-disadvantaged children.

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: **£122,955**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 Talk Boost.</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>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on readiness for reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<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>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<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>The recommendations in the writing element of the new EEF guidance document on improving literacy in KS2 describes features of the read to write programme chosen.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3

<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>Whole school approach sessions identified in annual action plan to be implemented by Health Heads alongside school staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Maths leader to complete Farra focus sessions and link to whole school CPD.</p> <p>Maths Lead to provide bespoke CPD and follow up support as necessary.</p> <p>TLR to monitor impact of approaches.</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>EEF +5</p> <p>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>Improving Mathematics in Key Stage 2</p>	<p>6</p>

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

Budgeted cost: **£65,385**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of training and CPD which continue to improve language acquisition knowledge to deliver the BLAST and Talk Boost / phonics blended programmes effectively for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>BLAST has already had proven impact in improving oral language within our Nursery setting for the past 4 years.</p>	<p>1</p>
<p>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.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 6 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>This has also been demonstrated within school and is evidenced in the Y1 phonics trackers completed 6 weekly by the reading leader.</p>	<p>2</p>
<p>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.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>School evidence shows that data based purposeful intervention in regular small groups has the highest impact on attainment and progress.</p>	<p>2, 3</p>

<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>Healthy Heads intervention sessions to be delivered alongside school staff as identified in annual action plan.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>School has run these interventions for 6 years, each time reviewing the approach and refining the focus which means we and can demonstrate positive impact on emotional resilience and behaviour for learning.</p>	<p>4</p>
---	--	----------

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revisit of core values and “Farra Rules” through assemblies led by HT from September.</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>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>School have accessed similar training before and successfully ensured a consistent approach to behaviour management.</p>	4
<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>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>School can demonstrate previous successful impact on attendance with key families through supportive Early help plans and referrals to the LA.</p>	5
<p>The implementation of extracurricular activities for disadvantaged children enabling them to take part in artistic and creative activities, such as music or socially focused clubs such as youth clubs for key stages.</p> <p>The implementation of extracurricular clubs to focus on times tables in lower key stage 2 using TT Rockstars.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 2 3 4
<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>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	4, 5

Total budgeted cost: £218,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Improving oral language skills and vocabulary amongst disadvantaged pupils in EYFS and KS1.

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. As a result of staff's increased ability to support pupils to articulate key ideas, consolidate understanding and extend vocabulary, all the children in Nursery and Reception predicted to achieve their age-related expectations in Communication and Language have done so by the end of the year.

Focused CPD has been on the use of a total communication approach across EYFS. This has incorporated the purchase of Widget (computer based symbol generator) and external training disseminated on the use of symbols within communication boards. The impact of this has been practitioners have demonstrated improved ability to reduce and focus their vocabulary in order to communicate with all children including those with additional needs. This has been further improved with the introduction of a clear system of Makaton signing, lanyard cards and communication boards within the setting. Nursery and Reception children with high need SEND who were non-verbal on entry now have a communication method they can use successfully.

Improving early reading skills among disadvantaged pupils in KS1 and EYFS.

As a result of the reading leader completing a coaching programme of daily team teaching with every practitioner in EYFS and KS1 teaching RWI which was then repeated with target staff that needed further development; the teaching of phonics continues to be consistently good as demonstrated in internal teaching and learning scrutiny. The impact of this consistently good teaching of reading was seen in the narrowing of the gap between disadvantaged children and non-disadvantaged children.

Interventions were delivered by a specifically chosen team of teachers and TAs who planned, taught and reviewed groups of children in 6-week cycles supported by the Literacy leader. This ensured the interventions had the maximum impact.

Improved writing attainment for disadvantaged pupils within KS2.

An internal 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 KS2. There has also been an improvement in sentence accuracy.

There have been improvements in most year groups with year 5 improving from 28% to 54% of children working within the expected standard. In year 6, 71 % achieved the expected standard or above in writing and evidence was moderated as being robust and accurate by the local authority.

To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.

School achieved the gold charter mark for mental health and wellbeing provision.

The PSHE leader completed subject leader focus days enabling her to look at improvements to planning and teaching of that curriculum across the school. This enabled her to deliver CPD which has begun to embed the PSHE curriculum in order to further improve the quality of social and emotional learning across school.

A clear health led plan for school and improved links with the school nursing team enabled additional health workshops to take place. These included; emotional wellbeing in Y2, dental hygiene in Y1, bullying and friendship in Y4, Puberty and positive relationships in Y5. This has added depth to our PSHE curriculum and improved pupils' knowledge and understanding of their whole wellbeing.

Alongside this, school was selected to work alongside the mental health service Healthy Heads from April 2025. Initially this has helped deliver effective whole school approach sessions focused on wellbeing and resilience right across school. 1-1 sessions have started to be used for specific needs and will be built upon next year as part of the whole school annual action plan.

As a result of focused impact analysis on the therapeutic impact of class and small group sessions, Relax Kids continued to be refocused on family groups or 1-1 sessions with a focus on dealing with worries, anxiety and emotional regulation. Parents reported they have seen clear evidence of their children using the techniques at home and this is having a real positive impact on their wellbeing there, in fact families have now started to request Relax Kids as an intervention. 1-1 counselling was targeted successfully again at our CP and some EH children, demonstrating improved emotional resilience in some children. Friends and Kidsafe intervention sessions were run in all key stages impacting positively again on children's wellbeing and enabling them to safety plan where needed.

To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.

Our attendance / pastoral leader has continued to support our families working with a range of support services and social care when needed. Early help cases have been well supported in school by school through supporting families to access financial support as well as pulling agencies together for additional needs.

She has also challenged our families effectively this year alongside the local authority working through a graduated response up to referrals to the local authority where appropriate.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering all children from Nursery – Y6, a breakfast which is funded by Greggs the bakers, providing toast, fruit and yoghurt ensuring all children start the day with a healthy breakfast.