

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 2025 to 2026 academic year.

Improving oral language skills and vocabulary among disadvantaged pupils in EYFS and KS1

Focused professional development on communication and language, alongside the embedding of a total communication approach, has had a positive impact on disadvantaged pupils' communication skills. The use of communication boards, Makaton signing, Widget symbols and targeted interventions such as BLAST and Talk Boost strengthened practitioners' ability to develop children's vocabulary and communication skills. As a result, a high percentage of Reception children achieved the Communication and Language ELG. Staff report increased pupil confidence in speaking, explaining ideas and participating in learning activities. The total communication approach has also enabled pupils with significant communication needs to access learning more successfully and develop effective methods of communication. Future work will focus on maintaining this strong practice while continuing to close vocabulary gaps for disadvantaged pupils entering Nursery and Reception with lower starting points.

Improving early reading skills among disadvantaged pupils in EYFS and KS1

The continued implementation of Read Write Inc., alongside robust coaching and six-weekly assessment cycles, has ensured that phonics teaching remains consistently strong across EYFS and KS1. Reception achieved its predicted Literacy outcomes, with targeted interventions ensuring that many pupils accelerated their reading progress. Year 1 achieved an 80% pass rate in the Phonics Screening Check, meeting the school's target and maintaining the upward trend seen over the previous three years. Targeted interventions delivered by trained staff have supported disadvantaged pupils effectively, resulting in improved progress and a narrowing of the attainment gap in some cohorts. However, disadvantaged pupils continue to underperform compared to their peers in Year 1 reading outcomes, indicating that further targeted support remains necessary.

Improved writing attainment for disadvantaged pupils within KS2

There is clear evidence that the focus on improving writing teaching through Ready Steady Write, staff coaching and enhanced monitoring has had a positive impact on outcomes. Trust writing reviews identified improvements in transcription, grammar and composition across Key Stage 2. Writing attainment increased in most year groups, including Year 6. Staff confidence in the teaching sequence for writing has increased and book scrutiny demonstrates improvements in sentence accuracy, vocabulary choice and progression through the curriculum. Whilst overall attainment has improved, disadvantaged gaps remain evident in several year groups and therefore writing continues to be a priority area within the next strategy cycle.

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

Significant progress has been made in promoting wellbeing across the school. Farrington Academy achieved the Gold Mental Health and Wellbeing Charter Mark and further developed its whole-school approach to emotional wellbeing through enhanced PSHE provision, Healthy Heads partnership work, Relax Kids, counselling, Friends for Life and Kidsafe programmes. Targeted support has been increasingly refined towards family and individual needs, with positive parental feedback demonstrating that children are successfully applying emotional regulation strategies at home. Staff observations, pupil voice and intervention reviews indicate improved resilience, engagement with learning and positive relationships with peers. These approaches have strengthened support for disadvantaged and vulnerable pupils and established a strong foundation for continued development in 2026-27.

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

The attendance and pastoral team have continued to provide both challenge and support for families through Early Help processes, referrals and direct work with external agencies. A range of vulnerable and disadvantaged families have received targeted support to address barriers to attendance, including financial hardship and wider family circumstances. Whilst attendance remains an area requiring ongoing focus, robust systems are now embedded and effective challenge has been applied where necessary. Attendance continues to improve for targeted families, although disadvantaged attendance remains below the school's aspirational target and therefore remains a key priority within the next strategy cycle.

Improve attainment in recall of times tables in early Key Stage 2 and achievement of Greater Depth Standard across school

Work to strengthen mathematics teaching through White Rose Maths, Mastering the Curriculum, Farra Focus monitoring and targeted challenge has had a positive impact on outcomes. Reception mathematics outcomes met predicted expectations and Key Stage 1 outcomes exceeded previous year's results. Stronger identification and challenge of higher-attaining pupils has led to increased numbers of pupils working at greater depth in several year groups. The Year 5 cohort demonstrated significant improvement, with attainment increasing throughout the year and disadvantaged gaps beginning to narrow. However, variability remains across year groups, particularly in disadvantaged attainment and greater depth outcomes. Times tables fluency and higher-attainment mathematics remain priorities to ensure greater consistency across the school.

Overall evaluation

Overall, the pupil premium strategy has had a positive impact across the majority of intended outcomes. Strongest successes were seen in communication and language development, phonics, mental health and wellbeing provision, and improvements in writing attainment. Disadvantaged gaps have narrowed in some cohorts, particularly where precise intervention and robust monitoring have been implemented.

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.