



## Pupil Premium Strategy

This statement details our school's use of pupil premium funding to help improve the attainment of disadvantaged pupils. This is part of a three-year strategy.

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	Lower Farm Academy
Number of pupils in school	320 (September 2024) 408 (September 2025)
Proportion (%) of pupil premium eligible pupils	19% (September 2024) 19% (September 2025)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 to 2026-2027
Date this statement was published	20 <sup>th</sup> September 2024
Date on which it will be reviewed	1 <sup>st</sup> September 2025 1 <sup>st</sup> September 2026
Statement authorised by	Yateen Bhoola
Pupil premium lead	Andy How
Governor / Trustee lead	Katherine Alexander

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88, 750 (September 2024) £98, 475 (September 2025)
Recovery premium funding allocation this academic year	£0 (September 2024) £0 (September 2025)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£98, 475</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Lower Farm Academy, we aim to strategically use pupil premium funding to ensure all children achieve and reach their full potential. The school draws from national research and analysis of individual and group data to identify barriers to learning and ensure the right strategies are implemented to overcome these.

As a school we are committed to raising the achievement of pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress to achieve this. Some of the strategies implemented to support Pupil Premium students also support and improve outcomes of other groups within the school such as those with Special Education Needs, pupils for whom English is an Additional Language and those identified as Most Able.

By investing in professional development, training and support for staff including Early Career Teachers, we will ensure we have a skilled staff base to effectively support our pupils through quality first teaching and learning and personalised intervention programmes which quickly address any gaps in learning.

In addition to academic support, interventions are in place to ensure a more holistic approach. 1:1 mentoring and small, social group activities will help remove barriers to learning linked to emotional and behavioural development.

Increasing attendance and reducing persistent absence is also a focus of the school. Senior Leaders provide relentless challenge and support to the families of children whose attendance is causing concern.

Raising the achievement of disadvantaged pupils is the responsibility of all staff and our pupil premium strategy is fully aligned with our school development plan.

## Challenges

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

Challenge number	Detail of challenge
1	Impact on pupil achievement resulting from the disruption caused by COVID-19, national lockdowns and school bubble closures.
2	Communication and Language: A higher proportion of disadvantaged pupils present with SLCN, which impacts their ability to read aloud with prosody and understand what they read. English as an additional language and poor oral language skills.
3	Mobility – increased level of in-year joiners where assessment demonstrates gaps in key Foundational Skills in Reading, Writing and Maths.
4	Increased number of pupils with social, emotional and health needs requiring access to Early Help.
5	Access to limited enrichment opportunities outside of school.
6	Attendance.

## 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
Highly effective quality first teaching	Monitoring and evaluation shows that all teaching in school is at least good
Disadvantaged pupils make at least strong progress.	In reading, writing and maths, 100% of disadvantaged pupils make strong progress. In statutory assessments, pupils eligible for pupil premium perform at least in line with their non-disadvantaged peers nationally.
Disadvantaged pupils and their families benefit from pastoral care and assistance	Tracking of behaviour data shows that incidents involving disadvantaged pupils are decreasing. Case studies evidence the positive impact of early help interventions.
Increased access to a wide range of enrichment opportunities	All disadvantaged pupils participate in curricular enrichment experiences. Rates of participation in extra-curricular clubs are high.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils to be at least 96%. Persistent absence rated for disadvantaged pupils are 10% or below.

## 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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leaders to support planning and resourcing for reading, writing, maths and curriculum. Provision of whole school CPD as well as personalised coaching.	<p>EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i>.</p> <p>Important aspects of CPD provided include: teacher feedback, reading comprehension strategies, phonics and split provision teaching. All of which the EEF research shows has a positive impact on pupil outcomes.</p>	1, 2, 3, 4 & 5
Subject Coordinators will play a key role in the school's curriculum design and development work. There will be a strong focus on developing wider curriculum subjects through coaching and mentoring of subject leaders.	<p>Leaders are designing and systematically developing a curriculum, based on the findings of research, that promotes effective knowledge and skill acquisition. Curriculum model creates links across the year groups and across subjects so that knowledge and concepts taught in one subject are explicitly reinforced and revisited not only in other subjects, but in subsequent years.</p> <p>Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning</p>	1, 2, 3, 4 & 5

	experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.	
Curriculum will be well resourced with investment to enhance provision in the wider curriculum, maths, phonics and resources for pupils with SEND or EAL.	Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.	1, 2, 3, 4 & 5

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable substantial progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	1
Online assessment system to identify and design targeted interventions to facilitate rapid progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	1
Small group language intervention and 1:1 support from SEND teaching assistant.	EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills	1, 2, 3 and 4

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

Budgeted cost: £33,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Pastoral and Attendance Lead to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	1 & 6
Provision of 1:1 support and intervention to support pupils with self-regulation and understanding of emotions.	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	5 & 6
New Inclusion Lead is Thrive Practitioner and development of Thrive sessions over the academic year to support wellbeing throughout school,	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	5 & 6

ensuring healthy development and increase pupils ability to learn.		
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## Total budgeted cost: £98, 475

### 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 **2023 to 2024** academic year:

Y2 Data shows that pupil outcomes are above the national and Local Authority data sets:

- Reading: 53% (8/15) of PP pupils have attained ARE which is higher than local and national benchmarks.
- Writing: 53% (8/15) of PP pupils have attained ARE which is higher than local and national benchmarks.
- Maths: 53% (8/15) of PP pupils have attained ARE which is in line with local and national benchmarks.
- Combined: 53% (8/15) of PP pupils have attained ARE which is higher than local and national benchmarks.

Attainment data:

- In EYFS, 67% (4/6) of disadvantaged pupils achieved a GLD (good level of development).
- In Year 1, 73% (8/11) of disadvantaged pupils passed the phonics screening check.
- In Year 2, 93% (13/14) of disadvantaged pupils passed the phonics screening check.

Attendance:

- Disadvantaged attendance 93.9% which was broadly in-line with non-disadvantaged peers.
- Disadvantaged persistent absence 19% which was higher than non-disadvantaged peers, but below previous national data.
- School held records show high-quality support and guidance offered to families in need of help.

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

### Attainment data:

- In EYFS, 40% (4/10) of disadvantaged pupils achieved a GLD (good level of development).
- In Year 1, 60% (3/5) of disadvantaged pupils passed the phonics screening check.
- In Year 2, 83% (10/12) of disadvantaged pupils passed the phonics screening check.

### Attendance:

- Disadvantaged attendance 92.5% which was in-line with national data.
- Disadvantaged persistent absence 23.3% which was higher than non-disadvantaged peers, but below national data.
- School held records show high-quality support and guidance offered to families in need of help.

### Closing gaps over time:

Intake Year	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	School	National										
<b>EYFS GLD</b>					-24	-20	-41	-20	-3	-21	-52	TBC
<b>Y1 Phonics</b>	-35				-1	-17	-21	-16	-33	TBC	TBC	TBC
<b>Y2 Phonics</b>	-33	-	-17	-	+1	-	0	TBC	TBC	TBC	TBC	TBC
<b>Y4 MTC</b>	-1	-12	-17	-	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
<b>Y6 SATS</b>	TBC	TBC										

### Activities:

- School monitoring and evaluation, shows that pupils demonstrate high levels of engagement in learning across the curriculum. Disadvantaged children enjoy varied experiences that they may not otherwise have been able to access including 11 before 11.
- Disadvantaged pupils took part in all external trips and visits.
- Participation in sport through extra-curricular clubs in school to support physical and mental wellbeing.
- Mentor sessions and intervention impacted on pupil wellbeing and behaviour.
- School held records show high-quality support and guidance offered to pupils through 1:1 support.