

Pupil premium strategy statement

Friarage Community Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Cheryl Cappleman
Pupil premium lead	Alison Langley
Governor / Trustee lead	Trish Kinsella (AAB Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£206,040.00

Part A: Pupil premium strategy plan

Statement of intent

At Friarage Academy we aim for every child, regardless of their background to have the opportunity to achieve their full potential. We recognise that children from disadvantaged backgrounds may face additional barriers to learning and emotional wellbeing.

Our objectives for our disadvantaged pupils:

- pupils will make good progress academically, achieving at least in line with their peers.
- pupils will have good attendance- ensuring disadvantaged pupils have attendance in line with all pupils nationally
- **pupils will have support with their wellbeing, the academy will address social, emotional, and mental health needs to ensure pupils are confident and resilient learners**
- All pupils will have access to extended opportunities beyond the school day, enrichment activities, cultural experiences, and extracurricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' attendance is not in line with national and persistent absence is higher
2	Very low starting points in EYFS September 2025 - only one pupil assessed as working at ARE at baseline
3	Assessments for Reading, Writing and Maths are lower than peers, particularly in KS2 and there are gaps in foundational knowledge.
4	Significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties.
5	Some disadvantaged pupils have not had the same life experiences/opportunities and therefore do not have the same breadth of knowledge as others.
6	Oral language skills and vocabulary gaps are evident from Reception through to KS2 and are more prevalent amongst our disadvantaged pupils.

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
Improve attainment in Reading, Writing and Maths	Attainment of disadvantaged pupils is in line or better with that of all pupils in the academy and nationally.
Improve attendance and reduce persistent absence	Attendance data indicates that the gap to national closes year on year.
For all pupils to have access to extended opportunities beyond the school day and through a broad and balanced curriculum	Disadvantaged pupils will continue attend Breakfast Club where needed, be able to access school residential, after school clubs and achieve as many DELTA star cards as their peers.
To improve health and wellbeing and support SEMH needs.	Fewer incidents on CPOMs Improved scores on THRIVE profiling
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language this is evident when triangulated with other sources of evidence, including engagements in lessons, book scrutiny and ongoing formative assessment.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to receive CPD in writing (Talk 4 Writing) including the writing lead as well as in school	Work scrutiny and Data show the school needs improvements in this area as disadvantaged and all pupils are below national averages. <i>High quality teaching improves pupil outcomes, and</i>	2 3 6

support from Trust Directors of Learning.	effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Guidance – Effective Professional Development	
Continued Reading CPD including fluency.	As above	2 3 6
Maths CPD – DoL support and CPD for Maths Lead.	As above	2 3
Essential Letters and Sounds CPD and use of Phonics Tracker	<p>Further CPD is needed as the academy is new to the scheme and needs to maintain its phonics outcomes.</p> <p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics/Teaching and Learning Toolkit/EEF</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups.</p> <p>EEF/ Diagnostic Assessment</p>	2 3
Spelling and Handwriting CPD	<p>Trust and school level CPD in ELS spelling and Penpals handwriting required to support improvements and address gaps in Foundational knowledge and GPS.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>EEF Guidance – Effective Professional Development</p>	2 3

Targeted academic support

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

Budgeted cost: £46,608.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS Phonic interventions	One to one additional phonics will ensure more children pass the phonics screening and phonics gaps across school will close.	2 3

	<p>Previous one to one interventions have supported these intended outcomes.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF- Teaching Assistant Intervention</p>	
Speech and Language support from Seaside Salt	<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 intervention/teaching and learning toolkit EEF</p>	2 3 6
One to one and small group Interventions for reading fluency, Maths and Writing in UKS2.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition/teaching and learning toolkit/ EEF</p> <p>Small group tuition/teaching and learning toolkit/EEF</p>	2 3
Purchase of Emile subscription to support recall of multiplication facts	<p>This online intervention tool offers targeted opportunities for regular practise and assessment of pupils and has proven successful with the academy and wider trust.</p>	3

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

Budgeted cost: £108,147.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To adequately staff breakfast Club to enable more disadvantaged pupils to attend.	Children who are hungry do not perform as well as others.	1 2 4

To employ an attendance lead to support improving attendance and reducing PA.	Attendance at Friarage is significantly lower than national average and PA significantly higher. To achieve well, pupils need to attend consistently. DfE – working together to improve attendance guidance	1
Attendance Rewards	Short term rewards have seen improvements in pupils' attendance.	1
To subsidise visits including residential so that all pupils access a high-quality curriculum offer.	Children from our community historically have not had the same life experiences as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	5
Dojo Reward Shop and Whole school GEM rewards.	Essential part of the new Behaviour Policy to ensure children are motivated to learn and follow the school rules.	4
Thrive Practitioner interventions for groups and one to one support.	The academy has seen improvements in individual pupils THRIVE profiles because of these interventions.	4
Extra Curricular Offer	Children historically do not have access to wider experiences out of school. It is important to offer and ensure children have access to a wide range of clubs and experiences. EEF Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds deserve a well-rounded, culturally rich education.	5 6
To implement DELTA Stars	To improve pupils' confidence, self-worth and aspirations to excel in non-academic areas of the curriculum.	4 5

Total budgeted cost: £206,040.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

END OF STAGE DATA	EY	Phonics Y1	KS2 GPS	KS2 reading	KS2 writing	KS2 maths	KS2 combined
2025 all	44%	97% (nat: 80%)	49%	66% (nat: 75%)	60% (nat: 72%)	68% (nat: 74%)	51% (nat: 62%)
2025 disadvantaged	57%	1 pupil did not get – was also PP and SEND	40%	60%	57%	67%	47%

Academy intended Outcome 1

Improve attainment and progress in reading, Writing and Maths.

Disadvantaged Outcomes for KS2 2025

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	75	53%	62%	Below (non-sig)
2025	28	61%	63%	Close to average (non-sig)
2024	20	60%	62%	Close to average (non-sig)
2023	27	41%	60%	Below (sig-)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	75	57%	59%	Close to average (non-sig)
2025	28	54%	59%	Close to average (non-sig)
2024	20	65%	58%	Close to average (non-sig)
2023	27	56%	58%	Close to average (non-sig)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	75	55%	60%	Close to average (non-sig)
2025	28	61%	61%	Close to average (non-sig)
2024	20	55%	59%	Close to average (non-sig)
2023	27	48%	59%	Close to average (non-sig)

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	75	41%	59%	Below (sig-)
2025	28	43%	60%	Below (non-sig)
2024	20	55%	59%	Close to average (non-sig)
2023	27	30%	59%	Below (sig-)

Academy intended Outcome 2

Maintain national or above average score in Phonics Screening Check

Phonics Screening Check Year 1								
2022/23			2023/24			2024/25		
All	PP	Nat all	All	PP	Nat All	All	PP	Nat All
82%	85%	79%	78%	88%	79%	97%	94%	80%

Academy intended Outcome 3

To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation and conflict resolution difficulties.

	2022/23			2023/24			2024/25		
	All	PP	Nat PP	All	PP	Nat PP	All	PP	Nat
Attendance	89.5%	89.5%	91.6%	91.1%	90.8%	92%	92.4%	91.5%	TBC
PA	34.6%	35.2%	29.3%	30%	30.2%	27.1%	22%	25.8%	TBC

Academy intended Outcome 4

To support vulnerable pupils in all areas of the curriculum and school life.

A significant number of Pupils at Friarage have many vulnerabilities including, Social Care involvement, New to English, PP, SEND. The school ensures these pupils have full access to the curriculum and provides effective support and adaptations required.

Academy Intended Outcome 5

To provide extended opportunities beyond the school day and through a broad and balanced curriculum.

The number of pupils attending Breakfast Club have increased with up to 90 pupils now attending regularly. Pupils who attend Breakfast Club say they enjoy coming and it helps them be on time for school.

All disadvantaged pupils who wanted to and were allowed to attend with consent from parents were able to access residential visits through financial support.

The school implemented a new well established and successful curriculum through its collaborative work with DELTA Academies Trust. Pupils are demonstrating that they know and remember more.

Academy Intended Outcome 6

To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation and conflict resolution difficulties.

A staff member has now been fully trained as a THRIVE practitioner and supports pupils with significant SEMH needs.

Observations show that pupils are engaged in classroom practice and pupils are supported effectively through their individual IEPs where needed.

Academy Intended Outcome 7

Improve average score in Year 4 MTC

Previous year in brackets

		School	National
Average Score	All	21.7 (20.8)	21
	PP	19.8 (18.9)	19.3

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ELS	Oxford University Press
Emile	Webskape
Thrive	Fronting the Challenges Project Ltd
Talk for Writing	Talk for Writing
Launchpad for Literacy	Oxford University Press
SATs Companion	SATs Companion
Get Set 4 PE	Get Set 4 Education
Oxford Owl	Oxford University Press
Language Angels	Nubridge Publishing
Jigsaw	Jigsaw PSHE
Pen Pals Handwriting	Cambridge University Press
Fluency Factory	Fluency Factory