Pupil premium strategy statement – Ferry Lane Primary School

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	157
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	Annually
Statement authorised by	Lisa Rawashdeh
Pupil premium lead	Lisa Rawashdeh
Governor / Trustee lead	Tom Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995.00
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*	£49,995.00

Part A: Pupil premium strategy plan

Statement of intent

At Ferry Lane Primary School, we have a curriculum that aims to create

• Successful learners

• Confident individuals

• Responsible citizens

We want our children to:

• Have a sense of belonging

• Have a positive attitude to learning and be ambitious to succeed

• Be happy with who they are and be confident of their place in our community and society

• Be able to make the right choices now, in the future and learn from their mistakes

• Be prepared for the 'fast-changing' world and become citizens of tomorrow.

• Achieve academic success

• Be effective communicators with their peers and with adults. This is particularly important for our school as the majority of pupils have English as an additional language

We have a focus on assessment and interventions for all pupils and our Pupil Premium pupils are a particular focus group for analysis. We offer the children a range of experiences alongside their learning including subsidised clubs to encourage and support participation, school trips and the Year 6 residential if necessary. Many of our pupils who are eligible for Pupil Premium have additional barriers to learning. We intend that all our pupils, including those from disadvantaged backgrounds, leave Ferry Lane Primary School having developed a range of life skills alongside academic achievement.

We provide in-class support for our PPG children though Quality First Teaching and additional support from class teachers, support teachers and teaching assistants. We ensure that the Pupil Premium pupils have opportunities given to them to enable them to thrive.

Challenges

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

Challenge number	Detail of challenge
1 Communication and interaction	Poor speech and language skills of some pupils (including pupils with EAL needs). Assessments and observations indicate that many pupils have underdeveloped language skills. This is observed and evident from Early Years through to KS2.
2 Attendance and punctuality	Low or inconsistent attendance for pupils eligible for PPG. Regular attendance is a challenge for some of our pupils and although in recent years this has been exacerbated by the pandemic, this is an ongoing concern. In September 2026 persistent attendance of pupil premium pupils aged 5 and above was 17.6%.
3 Parental engagement	Some parents are unable to support their children's learning. There is a need to develop better readiness for learning as children may not have support for homework / learning. They may not have resources and materials such as books, stationary etc and may also be in an environment where reading is not encouraged or supported (sometimes due to parents poor language skills in English) Some families may also struggle to have internet access or younger pupils have less of an opportunity where there is internet / devices because older siblings are prioritised.
4 KS2 Achievement	44% of PPG children achieved the expected standard in RWM combined in comparison to 100% of other children in the class. 11% of PPG children achieved greater depth in RWM combined in comparison to 25% of other children in the class.
5 Pupil disengagement	Some pupils struggle to engage with learning because of barriers and issues in their home lives.

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
Identified gaps are addressed and met by an effective curriculum, assessment and interventions. Disadvantaged pupils make at least expected progress from starting points in reading wiring and maths	PPG pupils achieve as well as non-PPG pupils across KS2 in Reading, Writing and Maths as measured in Teacher assessments, moderation activities and SATs

Speech and language skills are improved and enable pupils to have improved access to the curriculum	Improved spoken language demonstrated for identified PPG pupils along with improved progress and attainment – narrowing the gap for identified pupils receiving support. Progress to be at least in line with other pupils
Improved attendance rates for identified PPG pupils in each year group	Reduce the number of pupils with attendance below 90% Persistent absence to reduce for disadvantage pupils The attendance gap between disadvantaged and non-disadvantaged pupils is reduced
Parents able to support their children at home with English and maths	Parents able to attend workshops in school An improvement in the number of pupils completing homework and reading every day (reading diaries completed)
Increased / improved pupil engagement and experiences to enhance learning and give access to wider opportunities for learning. Improved behaviour of some pupils	Pupils are not prevented for taking part in trips, visits and clubs because of cost. Improved behaviour of some pupils enables greater engagement with learning and improved progress

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: £68,870.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated daily TA time	The need for: • Daily individual and small group interventions – phonics, reading, maths, writing support	1,4,5

	• Small group support in classes to enable children to make progress in English and Maths lessons. • Social skills groups for identified children	
Termly Pupil Progress Reviews	To support analysis, planning and target setting for groups in each class. Teachers develop their awareness of the overall outcomes for their class and year group so we can ensure that interventions are appropriately focussed on the correct pupils.	1,4,5
Subscription to RWI Phonics Scheme Training for all class based staff including new teachers.	This is a structured phonics scheme which is on the DfE approved list. It offers a systematic programme which meets all the National Curriculum expectations. Evidence suggests that this programme is very successful and leads to improved literacy outcomes for all pupils. There are particular intervention expectations for pupils who are not making the expected progress	1

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

Budgeted cost: £30,403.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talkboost	We have 2 members of staff trained in this social skills / talk programme for Year 1 and Year 2 children.	1,5
Dog Mentor	Supports literacy, communication and social interaction for identified children	2,5
Intervention Teacher	This enables identified groups of pupils to achieve their targets as there is more focussed support tailored to their specific needs- also includes pupils with SEND	1,4,5
1-1 & small group work	This support is delivered to identified pupils to enable them to achieve their targets in Maths and English. These are children who are working below	1,4,5

	age expectations and need more targeted support.	
Lego Therapy	Structured, collaborative play program designed to help children develop social communication, teamwork, and problem-solving skills	1,5
Commissioned Speech Therapist	The Speech therapist works for 1 day each week with children, TAs and teachers. This support is for identified pupils who have been assessed as needing additional support to develop their language needs in order to access the curriculum	1,5
Language Enhancement and Empowerment Project (LEEP)	An initiative that works with early years providers, families, and professionals to boost speech, language, and communication skills in young children across the borough.	1,5

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

Budgeted cost: £12,983.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Book bags	Every child in Reception to receive a book bag and PPG children in lowers to receive one for free. We want to promote and encourage reading throughout the school	1
Music lessons	Whole Class Instrument Tuition for Year 4 pupils and selected Year 5 and 6 pupils.	1,2,4,5
Trips and visits / extra curricular club subsidy	This enables pupils who would not normally be able to participate and have broader experiences such as trips and visits which contribute to the curriculum and support learning.	2,5
Trained ELSA	Trained ELSAs work with identified children to support pupils with particular behaviour, wellbeing or mental health needs. This enables children to engage with their learning and have ongoing support.	2,5

Place 2 Be	Focused, regular sessions using play, art, and talking to help children process difficult feelings like grief, anger, or anxiety	5

Total budgeted cost: £112,258.34

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our phonics data for 2025-26 shows that, in Year 1, 100% of the pupils eligible passed the phonics check compared to other pupils in the year group.

The interventions implemented in the EYFS contributed to the significant improvement in the GLD for the 2025-26 cohort, an increase to 83% from 70% in the prior year.

Outcomes in Reading, Writing and Maths combined in Year 6 were improved when compared to the previous year, from 62% to 76% in 2025-26.

Outcomes for the disadvantaged pupils are not yet in line with non-disadvantaged pupils but we are pleased that the focus on the more able proved successful in improving outcomes.

Our attendance last year was lower than national figures and is a focus for improvement. The attendance of disadvantaged pupils was lower than nondisadvantaged pupils and we are aware of the need to improve persistent absence in particular. Observations and discussions with pupils show that pupils are happy at school and the targeted support for individual children does make a positive difference.

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

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.