

Austin Farm Academy

Pupil Premium 3-year Strategy

2024-2027

Academic Year 2025-2026



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process.

The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils.

Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Pupil Premium Statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Austin Farm Academy
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3yr plans are recommended)	2024 –2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ruth Baptiste
Pupil premium lead	Ruth Baptiste
Governor / Trustee lead	Sue Costello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,390
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	£97,390

Part A: Pupil premium strategy plan

Statement of intent

At Austin Farm Academy, when we make decisions about using our pupils premium funding it is imperative that we consider the context of the child, their family and the school challenges faced. Essentially providing quality first teaching and high-quality interventions to enable catch-up and consolidation is key to improving outcomes for our children. We must have a strong commitment to supporting the teaching team in providing the best education possible for our pupils and improving outcomes for our most vulnerable and disadvantaged young people. A strong school ethos of high expectations, strong relationships and clear understanding of academic and emotional needs for every child to fulfil their potential.

Ultimately, our objectives are to:

- Narrow the attainment gap between or disadvantaged and non-disadvantaged pupils.
- Support our pupil's well-being and mental health in order for them to be able to access their learning successfully.
- Enable disadvantage pupils to make or exceed expected progress rates.

In order to achieve this:

Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

To achieve these objectives:

- Ensuring quality first teaching is evident in all classes and continuously striving for further improvement.
- Provide additional targeted support and interventions to pre-teach and or consolidate learning to support cognitive development. Accelerating progress rates to make at least expected age-related outcomes
- Wider support for pupil wellbeing and care, alongside support for families to access educational visits or residential to develop the wider social and interpersonal skills.

Challenges

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

Challenge number	Detail of challenge
1	Basic skills in English and Maths are not as secure in our disadvantaged pupils. This slows progress in the core subjects.
2	Oral language skills in Foundation Stage upon entry are lower for our disadvantaged pupils compared to other pupils. This slows reading and writing progress in subsequent years.
3	To provide emotional support for families and pupils through trained professionals, both externally and internally to the school. Social, emotional

	and behaviour support strategies implemented by the PSHE Curriculum and MAST learning mentors.
4	Cultural capital is lacking in our disadvantaged pupils, to ensure equity of access to all areas of the curriculum enrichment opportunities are provided for all disadvantaged pupils.
5	Disadvantaged pupils make slower progress in Read Write Inc. and read with less fluency in throughout the school. Often, this is due to less parental engagement/support for these pupils.

Intended outcomes for teaching priorities

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
<p>All staff are clear about the expectations for Maths teaching and consistent approaches are seen in all classrooms leading to high quality provision.</p> <p>Pupils attain better and make stronger progress from their starting points – less are working below age-related expectations in mathematics over time.</p>	<ul style="list-style-type: none"> • Power maths curriculum is used to ensure progression throughout the school. • Consistency in curriculum delivery is seen across the school. • Teachers use scaffolds & manipulatives to ensure all children aspire to achieve the same learning objective. • Teachers feel confident in mastery curriculum delivery. • Pupils receive timely, effective feedback to help them secure progress.
<p>More opportunities for sharing high quality texts and strengthening language and vocabulary are in place in the EYFS & across the school.</p>	<ul style="list-style-type: none"> • Spoken language has a high priority across the reception class and school. Children are taught and encouraged to talk in full sentences and with appropriate vocabulary. • Language Link will be used to assess all EYFS & KS1 pupils, results used to inform (speech and language) interventions. • Speech and language therapist bought in one day a week to support pupils with Speech and language difficulties. • Opening Worlds curriculum for KS2 pupils.
<p>Read Write Inc. is well led. Good quality teaching is in place in all lessons and all children are making at least expected progress over time. The number of disadvantaged pupils passing the Phonics Screening Check is increased. The number of disadvantaged pupils achieving below the</p>	<ul style="list-style-type: none"> • Read Write Inc continues to have a high priority within the school. • The Read Write Inc lead is provided with release time to monitor the provision of the subject and support programmes are put in place where required.

<p>expected level in a cohort decreases year on year</p>	<ul style="list-style-type: none"> • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified. • Additional support is put in place for children who are not making the expected progress and/ or working below the expected level. • Read Write Inc Development Days, termly visits from the Kernow Phonics HUB and focused visits from WeST Early Reading leader, are used to ensure external support is in place for Read Write Inc lead and staff are receiving the most up-to date information. • Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.
<p>All children, including PP children, are engaged in reading for pleasure and achieve well in reading throughout the school.</p>	<ul style="list-style-type: none"> • Accelerated Reader has a high priority in the school. • Children read regularly both in school and out of school for pleasure and are motivated to read. Reading targets and regular quizzing ensure that motivation remains high. • Reading engagement is tracked carefully and support is put in place for children who are not reading frequently.
<p>Strong PSHE provision is in place through the Jigsaw program so that all children develop resilience, self-confidence and co-operation.</p>	<ul style="list-style-type: none"> • Jigsaw is delivered well, and children enjoy sessions. • Resilience, self-confidence and cooperation is improved as children focus upon these skills during weekly Jigsaw sessions and linked assemblies.
<p>Enrichment activities to ensure cultural capital is increased and opportunities for enrichment are available to all.</p>	<ul style="list-style-type: none"> • School visits are planned whenever possible to bring real life experiences to learning. School visits can be subsidised for disadvantaged pupils. • Enrichment days/activities provide a opportunity so that all pupils can access learning from a shared experience. • After school clubs are free or subsidised for disadvantaged pupils. • Opening Worlds curriculum in KS2 builds cultural capital for all pupils.

Intended outcomes for targeted support priorities

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
<p>Pupils at risk of not making expected rates of progress receive targeted intervention support to close gaps in learning</p>	<ul style="list-style-type: none"> • Teaching assistants are used effectively to run intervention programmes (Read Write Inc tutoring, precision teaching, pre and post teaching). • Thorough analysis of assessment data is completed to identify pupils in need of catch-up intervention and to pinpoint gaps in learning.
<p>Children who entered EYFS with poor speech and language make accelerated progress due to intervention programmes received.</p>	<ul style="list-style-type: none"> • Early identification of children requiring SALT ensures that children receive support quickly. • Plymouth Learning Partnership Speech and Language is bought in to provide 0.2 weekly SALT programmes to children. Follow up programmes are provided for school and parents. • Language Link is used to identify children who would benefit from additional speech and language support.
<p>Pupils at risk of not making expected progress in Read Write Inc are quickly identified, and support is put in place.</p>	<ul style="list-style-type: none"> • Pupils are assessed every half term. Groupings and interventions are informed by these assessments. • We quickly identify children who are not making the expected progress. • Strongest Read Write Inc teachers teach the lowest attaining children. • Clear communication strategies are in place to ensure that all reading teachers know which children have not made progress each term and who the PP children are in their group. • If required, 1:1 tutoring is provided for children working below the expected level or who are not making expected progress. • Support from Read Write Inc & termly visits from Kernow phonics HUB – provides external support/challenge on implementation. • At least three focused visits from WeST early reading lead, supports the Read

	Write Inc leader and those staff responsible for delivering the programme.
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Intended outcomes for wider strategy priorities

This explains the outcomes for targeted academic support priorities that we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

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.

Intended outcome	Success criteria
Pupil Premium children attend school increasingly well, are punctual and are ready to learn upon arrival.	<ul style="list-style-type: none"> Regular attendance reviews undertaken with SLT to ensure that children have strong attendance and attend school on time. WeST EWO is involved with stage 4 cases to improve attendance of all. The school's attendance champion works with identified families to put a plan in place to ensure that children arrive at school on time and ready to learn.
Subscription to Multi Agency Support Team (MAST) ensures that the school can access a wider range of external support services.	<ul style="list-style-type: none"> Children in need of support are referred to MAST accessing external services such as counselling, Family Support Workers, learning mentors, educational psychologists, therapy etc.
More Pupil Premium children access enriching experiences including residential visits and after school clubs leading to improved life experiences, self-confidence and motivation back in the classroom.	<ul style="list-style-type: none"> Eligible pupils receive a subsidy towards the cost of clubs and residential visits.
Pupil premium children are in an emotionally good place to be able to engage fully with learning at school.	<ul style="list-style-type: none"> Behaviour policy updated based on trauma informed approaches & supported by whole school training led by Paul Dix.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are clear about the expectations for each subject they are teaching, and consistent approaches are seen in all classrooms leading to high quality provision.	EEF Mastery Teaching +5	1
SENDCo receives training in the use of Language Link to assess speech and Language	EEF Communication and Language Approaches +6 EEF Oral Language Interventions +6	2
All reading teachers receive support through regular Read Write Inc training, termly Kernow phonics HUB support, Read Write Inc Development days and coaching sessions to maintain quality first teaching of phonics through the whole school Read Write Inc approach. Provide release time for Reading leader to coordinate the programme.	EEF Phonics +5	5
Release time for SENDCo to ensure that provision is mapped out, is timely, effective and can demonstrate impact.	Tightly focused ILPs ensure provision is mapped out for children to meet identified needs, support greater engagement in learning, acquiring skills to accelerate progress from starting points.	1
Implementation of Power Maths to support mastery development	NCTEM research and support to raise attainment and accelerate progress of those children at risk of underachieving in Maths at the end of their key stage and/or the end of their academic year.	1
All children, including children in receipt of the pupil premium, are engaged in reading for pleasure and achieve well in reading throughout the school. Use of Accelerated Reader across all year groups.	EEF Reading Comprehension strategies + 6	1,5
Strong PSHE provision is in place through the Jigsaw program so that all children develop resilience, self-confidence and co-operation.	EEF Social and Emotional Learning +4	3

Implementation of the Opening Worlds curriculum in KS2 ensure a strong high quality progressive language rich History, Geography & RE curriculum.	Because of its rapidly discernible effects on literacy and highly inclusive approach... schools tackling under-achievement in areas of social disadvantage. The programme meets and substantially exceeds the demand of the National Curriculum for history and geography & substantially exceeds the knowledgebase and the resourcing that local RE syllabuses offer.	4
Behaviour management strategies are based on understanding the needs of all children and ensuring they are emotionally ready to learn. Teaching staff: Paul Dix introductory behaviour management training & SLT: follow up seminars.	EEF managing behaviour in schools, 1,2 & 4.	3
Reading Fluency project in KS2 implemented for pupils identified by NGRT testing. Two teachers trained to deliver 8 week programme to small groups	EEF Reading Comprehension strategies +6 EEF Small Group Tuition +4	1,5

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

Budgeted cost: £12,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted individual and small group intervention support for pupils who have fallen behind, through additional Teaching Assistants to support the delivery of evidence-based programmes (1:1 Read Write Inc Phonics, Precision Teaching, pre- and post-lesson teaching)	<ul style="list-style-type: none"> • EEF Feedback +6 • EEF Individualised Instruction +4 EEF • EEF Small Group Tuition +4 • EEF Teaching Assistant Interventions +4 	1, 5
Provision of a Speech and Language therapist and school support strategies (queued articulation / Makaton / phonics) to the school to ensure support is there for the children from the start	Children will be able to have instant support with Speech and Language (including therapist support) to ensure progress from starting point is accelerated.	2

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

Budgeted cost: £7,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioning of MAST services to provide disadvantaged children with external support to overcome barriers to learning and provide targeted support for children, families and school.	Disadvantaged children have improved outcomes due to a programme of multi-agency support for families, providing clear strategies to ensure effective learning can continue, progress made so reducing the need for higher level professional involvement and removal of barriers to learning.	3
Pupil Premium funding will be used to provide a subsidy for eligible pupils towards the cost of clubs and school visits to ensure more children access enriching experiences, leading to improved life experiences, self-confidence and motivation back in the classroom.	EEF Social and emotional learning +4	4
Subscription to the school library service & use of Accelerated Reader to ensure all children have access to high quality books & provision of teaching assistants to support reading sessions.	Children who do not have the opportunity to read with an adult at home are provided with the opportunity to foster a love of reading and practise their reading & comprehension skills.	1,5

Total budgeted cost: £97,390

Actual cost: £97,390

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.

- EYFS GLD = 61% all pupils 57% for disadvantaged pupils.
- Phonics screening check outcomes (Year 1): 70% all pupils and 60% for disadvantaged pupils.
- Attendance for disadvantaged group improved to 93.4% (up 0.3% on the previous academic year).
- High number of referrals to support services in MAST led to a number of families and children being supported through MAST provision
- Weekly Speech and language therapist sessions increased identification of issues & supported EHCP applications e.g. DLD and improved ability to access curriculum.
- All Year 5/6 pupils who wanted to go were able to attend the residential.
- All pupils are enabled to go on all school trips for their class.
- After school sporting clubs are attended by a higher % of those in receipt of Pupil Premium funding.
- Pupils read more, selecting reading books from the well-stocked library within their reading range
- Topic boxes enabled subject specific books to be read, increasing the cultural capital of pupils.
- Consistent approach to teaching PSHE across the school ensured understanding of equality, British values, individuality and provided tools to recognise and regulate their emotions.
- Maths concepts mastered by increasing number of pupils at each assessment point.
- Cultural capital and oracy skills are improved for all pupils by the use of The Opening Worlds Humanities Curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
READ WRITE INC	Ruth Miskin
Power Maths	Pearson
Jigsaw PSHE	Jigsaw Education Group
Accelerated Reader	Renaissance Learning
Opening Worlds	Christine Counsell & Steve Mastin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None received.
What was the impact of that spending on service pupil premium eligible pupils	None received.

