



Pupil premium strategy statement – Canary Wharf College East Ferry

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	307
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	June 2026
Statement authorised by	Melisa Akis Principal
Pupil premium lead	Melisa Akis
Governor/Trustee lead	Margaret Raggett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,800

Part A: Pupil premium strategy plan

Statement of intent

The objective of this plan is to target the bottom 20% of students which is inclusive of students who are disadvantaged. This strategy has a deliberate focus on phonics and early reading as this is prioritised in our curriculum. East Ferry has also ensured students who are classified as looked after or who have had social care intervention are targeted.

East Ferry prioritises quality first teaching (wave 1) which is supplemented by learning resources and additional staffing capacity to support the curriculum. Additional and personalised interventions (wave 2 & 3) are embedded, therefore students who require extra support receive the critical mass of teaching time.

Speech language and communication remains the highest need in the school followed by social, emotional and mental health. Considering this, funding has been allocated to address these areas including a Speech and Language Therapist, Occupational Therapy and an Educational Psychologist. Students also have access to a trained counsellor and ELSA sessions which take place weekly.

Early synthetic Phonics and reading is prioritised at East Ferry. The school continues to heavily invest in Read Write Inc to deliver our phonics curriculum. East Ferry has a trained phonics tutor to deliver 1:1 daily sessions to ensure students who are at risk of falling behind, keep up and catch up. Children have access to high quality texts in the classroom and have access to the school library. East Ferry has continued to invest in additional texts to support our 'reading challenge' strategy to promote the love of reading. Funding has also supported reading, through the lens of personal development, by offering extended day activity clubs focused on storytelling and drama.

The school has also prioritised SEND, attendance and students who may be vulnerable. We work closely with families, Social Care, Tower Hamlets Educational Psychology Service, Tower Hamlets School Health and Wellbeing Service and Medical professionals to ensure staff are aware of any issues occurring in a child's life that might have a negative effect on their presentation in school. Staff are also alert to any changes that might indicate a safeguarding concern. The school continues to monitor any impacts from covid that may still affect those from disadvantaged backgrounds.

The bottom 20% of students attend academic tutoring with a focus on reading and mathematics. This group captures disadvantage students who require extra support.

Challenges

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

Challenge number	Detail of challenge
1	There continues to be a gap between students who are classified as pupil premium and those who are not. The gap remains in reading, writing and maths. Students classified as pupil premium perform significantly lower at the higher standard.
2	The school's tacit knowledge of students who are classified as disadvantaged perform lower in reading and writing than those students who are not pupil premium.
3	The school's tacit knowledge of students who are classified as disadvantaged perform lower in maths than those students who are not pupil premium.
4	The English curriculum continues to be embedded. This curriculum is challenging and has improved children's vocabulary. Without this deliberate focus, there would be a word gap and children for whom English is not their first language.
5	The school continues to prioritise Speech and Language Therapy to meet this need. Social/Emotional Support is also available for those students who are identified as vulnerable.
7	There is a gap between the attendance of our most disadvantaged pupils and students who are non-disadvantaged pupils (although this sample size is relatively small). Disadvantaged students also have higher persistent absenteeism compared to their peers. This impacts significantly on the progress that disadvantaged children make.
8	Students from disadvantaged backgrounds are less likely to participate in extra-curricular activities and trips due to cost.

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.



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Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved oracy and writing with a secure understanding of definitions. Tier 2 and tier 3 vocabulary is correctly and consistently used by students.
Improved reading attainment among disadvantaged pupils.	2024/25 reading attainment data shows disadvantaged children achieving the same as non-disadvantaged children
Improved writing skills including handwriting, spelling and the ability to edit and correct written work.	2024/25 writing attainment data shows disadvantaged children achieving the same as non-disadvantaged children
Improved maths attainment for disadvantaged pupils	2024/25 maths attainment data to show disadvantaged children achieving the same as non-disadvantaged children
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Anecdotal and survey data shows wellbeing of disadvantaged children is improving in similar measure to those of non-disadvantaged children.
Improved attendance for disadvantaged children.	Sustained high levels of attendance and reduction in the numbers of disadvantaged children who are persistent absentees

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: £22,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Replenishment to RWI materials and resources. Renewal of online subscription and training materials.	Extensive evidence from various schools' evidence this is a high-quality scheme which will allow pupils who have fallen behind to catch up.	1,4,5



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RWI Development days and '1:1 RWI tutoring training' for additional members of staff to develop this expertise across the school.	Extensive evidence from various schools' evidence this is a high-quality intervention which will allow pupils who have fallen behind to catch up.	1,4,5
Subsidising the cost of residential and trips. Funding EDA for pupil premium students.	Enrichment opportunities are crucial to personal development. The opportunity to develop additional skills and knowledge in a range of different disciplines such as fencing and farming.	8
Replenishment of the White Rose scheme including materials and resources to support the curriculum.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,3
KS2 RWI Fresh Start Reading Intervention	Extensive evidence from various schools that this is a high-quality intervention which will allow pupils who have fallen behind to catch up.	1,4,5
Implement Zones of Regulation a curriculum for emotional regulation.	Highly effective Intervention developed from foundational research and practices in the fields of social-emotional learning, neuroscience, curriculum development, and psychological foundations.	5
Improve the quality of PSHE teaching and develop understanding of social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Surveys to be completed to assess the impact.	5

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

Budgeted cost: £ 13,200



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Activity	Evidence that supports this approach	Challenge number(s) addressed
1 day per week Specialist Speech and Language Therapist	With a focus on improving vocabulary across the school, it is imperative to continue to have our school-based Speech and Language Therapist. Early identification followed by early intervention leads to improvement in communication skills and has positive impacts on literacy development.	4,5
½ day per week Specialist Occupational Therapist	Our Occupational Therapist continues to support children in meeting their individualised targets. Their underlying sensory needs are identified, and activities are organised to develop these. Sensory integration is important in concentration and organisational skills	5
Educational Psychologist service	Provides assessment and advice for pupils with SEN-some of which have complex needs. Also provides advice for statutory assessments as requested by the LA. Generally supporting the most vulnerable families	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Extensive evidence from various schools that this is a high-quality scheme which will allow pupils who have fallen behind to catch up.	1,4,5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA - East Ferry has an ELSA in our staffing	There is extensive evidence associating childhood social and	5



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structure who works with children 2 days per week.	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Safeguarding Team (Principal, Vice Principal & SENDCo) & School Administrator monitor attendance and liaise with vulnerable families, local authority and social care to promote attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Contingency fund for pupils who cannot afford activities and trips. Curriculum enhancement workshops are brought into school year groups.	Uptake of trips and activities has improved for PP pupils when finance has been provided.	8

Total budgeted cost: £ 51,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National and internal data has indicated that students who are disadvantaged are not performing as well as students who are non-disadvantage although this gap is diminishing. It is also recognised that as the disadvantage group is significantly smaller than national average this may slightly skew our comparisons.

Nationally East Ferry's disadvantage data was significantly higher at 80% than the national average of 46% for combined (reading, writing and maths) academic year 2023-2024.

Disadvantaged students at East Ferry performed below national for achieving the higher standard. 3% of disadvantaged students met the higher standard nationally compared to 0% for East Ferry students. Identifying and supporting disadvantaged students to achieve at the higher standard remains part of this strategy.

The impact of Covid-19 has meant that students classified as disadvantaged were disproportionately affected and there has been a continual residual impact in later years.

As evidenced in schools across the country, school closures had been most detrimental to disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including our extensive intervention programme in the year following the lock-down.

Attendance of disadvantage students remains lower than non-disadvantage students and loss of learning time has a direct impact on learning. Disadvantage students will continue to be targeted for attendance support.

Wellbeing and mental health have been impacted since Covid-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.