

Pupil Premium Strategy Statement – Farnham Primary School 2023-2024

This statement details our school’s use of pupil premium (and recovery 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	458
Proportion (%) of pupil premium eligible pupils	26% (110)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1 st December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Headteacher Mrs B Bains
Pupil premium lead	Headteacher Mrs B Bains
Governor / Trustee lead	CEO Mr M Thorp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,508
Recovery premium funding allocation this academic year	£14,355
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£183,863

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

1. *What are your ultimate objectives for your disadvantaged pupils?*
 2. *How does your current pupil premium strategy plan work towards achieving those objectives?*
 3. *What are the key principles of your strategy plan?*
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1. The main objectives for our disadvantaged pupils at Farnham Primary School are:
 - Ensure the attainment, progress, attendance and participation levels of disadvantaged pupils in 2022, 2024, 2024 improves on the 2019 school figure for disadvantaged pupils
 - Ensure the school outcomes in all measures continue to close the gap between non-disadvantaged and disadvantaged
 - Ensure the health and well-being of disadvantaged pupils is prioritised
 - Ensure opportunities to enrich and broaden life experiences to develop confidence and self-esteem are prioritised.
 2. 'The current pupil premium strategy plan will target funding on:
 - Additional teachers and teaching assistants to teach target groups
 - Academic mentor (tutors) to teach intervention groups
 - Additional resources for identified pupils
 - Pastoral support (learning mentor) for identified pupils in school to improve well-being and readiness to learn
 - Attendance officer to improve attendance and punctuality issues.
 3. The key principle of our strategy plan is to promote inclusive practice in all areas of school which includes addressing equality of opportunity and providing strong academic support. The pupil premium strategy is underpinned by the following key principles:
 - High expectation – a culture of high expectations ensures all pupils including disadvantaged pupils are challenged and working hard. Barriers to learning are identified and strategies put in place to ensure children overcome them.
 - Quality first teaching – we recognise the quality of teaching is directly linked to the quality of education pupils receive. Pedagogy is at the heart of school improvement and our CPD programme enables us to provide consistently high quality education.
 - High priority – diminishing differences in attainment is high priority in school. We adopt a whole school approach with all staff involved in identifying and supporting pupils to achieve.
 - Sharp focus – our approach to raising standards ensures there is a sharp focus on the impact of teaching and intervention and that strategies employed are reviewed for impact.
 - Early intervention – 'keep up, not catch-up', this strategy ensures children are supported to keep up with their peers to avoid gaps and allow all children to access learning.
 - Inclusion – all pupils have access to a broad and balanced curriculum. Reading, writing and maths are taught daily and non-core subjects taught weekly. Additional boosters are given outside of the school day.
 - Although we target our pupil premium funding at eligible pupils, we also use the funding to target other pupils with identified needs who may not be eligible for free school meals. Evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance/poor punctuality – amongst our disadvantaged pupils some have poor attendance and are classed as persistently absent. Other families continue to take extended leave during term time to go abroad (despite being unauthorised and fines issued). Some pupils are regularly late.
2	Lack of opportunities for children to read and develop early reading or maths skills.
3	Low levels of communication and language development. Children enter school with poor oral language skills and vocabulary that is below what is expected for their age. Many pupils are new to English.
4	Low level of education and educational aspirations amongst families.
5	Lack of wider life experiences outside of the home and school
6	Complex family circumstances leading to poor routines and organisation in the home. Challenges in the home and pupils experiencing significant safeguarding concerns including domestic abuse and challenging behaviour in school.
7	Poor social and emotional health and poor nutrition. Some homes have a lack of family resources which mean children do not have access to basic household essentials including food, clothing and warm water or heating.
8	Gaps in learning (identified through school based tests in July 2021) following disrupted school attendance and two lengthy periods of home learning in 2020 and 2021
9	High increase in number of pupils with SEMH needs

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
Improved Good Level of Development (GLD) at the end of Reception for disadvantaged pupils	The attainment gap between Disadvantaged (FSM) and non-disadvantaged pupils in GLD is narrowed.
Improved outcomes in the Year 1 and Year 2 Phonic Screening Checks for disadvantaged pupils	The number of pupil premium pupils passing the Year 1 Phonics screening check will increase. The gap between Pupil Premium and Non Pupil-Premium will diminish in the phonics results

Improved outcomes in reading, writing and maths at the end of KS1 for disadvantaged pupils	The number of KS1 Pupil Premium pupils achieving ARE will increase year on year and diminish the gap between the pupil premium and non pupil premium pupils.
Improved outcomes in reading, writing and maths at the end of KS2 for disadvantaged pupils	The number of KS2 Pupil Premium pupils achieving ARE will increase year on year and diminish the gap between the pupil premium and non pupil premium pupils.
Improved combined outcomes in reading, writing, maths and combined outcomes at the end of KS2 for disadvantaged pupils.	Key stage 2 outcomes – disadvantaged pupils will attain at, or within 10% to the attainment of all pupils
Improved attendance for all pupils particularly our disadvantaged pupils	Systems to challenge attendance are in place including local authority support. Pupils who are persistently absent without good reason are on attendance plans – monitored to show improvement by working with families. Attendance for all pupils including disadvantaged is in line with national average – at least 96% or above
To improve the persistent absentee (PA) rates for disadvantaged pupils	Persistent absentee (PA) reduced for disadvantaged pupils.
To maintain positive indicators of wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> ● Qualitative data from pupil and parent questionnaires and teacher observations ● An increase in participation in extracurricular clubs in the morning and afterschool ● Attendance improved ● Low levels of behaviour incidents in behaviour logs ● Maintain zero fixed term and permanent exclusions ● Increase in number of disadvantaged pupils attending breakfast club (to improve attendance).

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: **£37,075.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteacher teaching target group for English and maths across school</p> <p>Pupil premium funding allows the Deputy Headteacher to be not class based and allows small group teaching each morning/teacher to cover as needed – 1 day a week</p> <p>£43.98 x 2 x 5 x 38= £16,712.40</p>	<p>Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 8
<p>Assistant Headteacher responsible for Upper Key Stage 2 teaching target groups each day in English and maths in Y6</p> <p>Pupil premium funding allows the Assistant Headteacher for Upper KS2 to be not class based and allows small group teaching each morning</p> <p>42.88 x 2 x 5 x 12= £5,145.60</p> <p>39.82x 2 x 5 x 26= £10,353.20</p>	<p>Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 8
<p>Additional phonics CPD sessions for new Phonics lead and Learning support assistants to improve standards of teaching phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 3
<p>Purchase National Standardised Tests (NTS) for reading and maths for Y1-Y5. Staff</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help</p>	8

<p>use Question Level Analysis (QLA) to identify gaps in learning to inform planning</p> <p>£4,863.96</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Diagnostic Assessment Evidence Insight</p>	
<p>Early Years training to support staff to ensure that the setting is providing and enabling environment with a key focus for language development</p>	<p>High quality interactions between adults and children can develop their communication and language skills</p> <p>EEF Guidance Report – Preparing for Literacy – https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</p>	2, 3, 4
<p>External consultant to support development of subject leaders and develop ECTs (1-2 days each half term).</p>	<p>The most important school-related factor influencing student achievement is teacher quality (Coe, 2014).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	5

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

Budgeted cost: **£28,319**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme –Academic mentor to support pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils will be disadvantaged, including those who are high attaining.</p> <p>Target pupils from Year KS2</p> <p>£28,319</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 3, 8

<p>Small group tuition / boosters/student led tutoring delivered by fully trained school staff after school</p> <p>Included in enhanced Staffing Structure Cost</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	8
<p>Purchase and loan chromebooks to disadvantaged pupils to use at home and support effective home learning.</p>	<p>There is a strong evidence base that pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.</p> <p>In particular, lack of access to technology has been a barrier for many disadvantaged children.</p>	9

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

Budgeted cost: **£ 247,438.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised educational visits and visitors in school for all year groups including residential visit in Year 5 for all disadvantaged pupils.</p> <p>All pupils receive a free packed lunch from school when attending any educational visit</p> <p>£3,388</p>	<p>Through participation in outdoor learning, challenging physical and emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5
<p>My Happy Minds programme and SEMH consultant to support pupils with SEMH needs and work with parents to support with strategies to use to deal with feelings as well as improve attendance, punctuality and provide support for families with poor organisation and routines.</p>	<p>Children need skills Parental engagement has a positive impact, on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 4, 6

<p>£43.98 x 5 x 38= £8,356.20</p>		
<p>Speech and language therapist employed by school/Trust</p> <p>Annual = £4,800</p>	<p>Speech and language therapy from specialist practitioners for identified pupils, including pre-school children, particularly those from socio-economically disadvantaged backgrounds. This strategy is an effective method to support speech and language issues and is shown to have a positive impact on pupils' language skills.</p> <p>http://dj2tic4wvo1upb.cloudfrong.net/documents/guidance/Law</p>	<p>3</p>
<p>Provide breakfast clubs for disadvantaged pupils to improve:</p> <ul style="list-style-type: none"> ● social interactions between peers ● attendance and punctuality ● morning routines ● nutrition <p>emotional and mental health</p> <p>FA £1,392.20 + FM £1,312 £2,740.20</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>6, 7</p>
<p>Necessity clothing allowance - cost of 2 sweatshirts to support families getting their children ready for school.</p> <p>16 x 121 = £1,936</p>	<p>School Uniform Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. All children are equal and present in the same uniform. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p>	<p>7</p>
<p>Enhanced staffing structure – one Teaching Assistant (LSA) per class or year group - to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their year group/class LSA) for each part of the school day, including lunchtimes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion.</p> <p>A TA per class/year group = £219,343</p>	<p><i>'Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.'</i></p> <p><i>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 8</p>

All LSAs paid to attend 1 or 2 school INSET training days per year.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
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Total budgeted cost: £312,832.56

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Pupil Premium strategies and impact 2022 - 2023

At Farnham Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes. In 2022 - 2023, we extended breakfast club places to approximately 16 pupil premium pupils including pupils in the Early years to ensure that these children were in school on time, well fed and learned much needed social skills in order that they could access learning.

A range of after-school clubs were offered to all pupils. 34 pupil premium families accessed after-school clubs including arts and crafts, forest school and multi-sports club. 39 pupil premium families received support with uniform and received school jumpers or cardigans.

The Deputy Headteacher, Learning Mentor and attendance administrator have dedicated time each day where they rigorously work on attendance issues, contacting parents, offering support for parents and signposting them to other agencies in order to improve attendance. The Learning Mentor has provided individual and group work for children and families to remove barriers to learning and address social, emotional and mental health issues.

Some of the money has been used to employ a speech and language therapist (BHT) who has worked with pupil premium children to improve language acquisition and language development. All children made accelerated progress in language development as a result of this work.

Throughout the year, Pupil Premium pupils in year 2/3 and 5 were taught either in a small target group or within a smaller group in the classroom for maths and in Year 6 for maths and English. This daily small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, was an effective strategy to support low attaining Pupil Premium pupils or those falling behind.

Residential visits were subsidised for pupils in receipt of pupil premium to widen their life experiences and provide lifelong memories. All Pupil Premium pupils attended the residential visits in Year 5 to Nell Bank.

A number of pupils who are pupil premium also have special educational needs, it is crucial that we devise individual programmes of work for these children, which are reviewed regularly. Employing an SLT member who is responsible for SEND and Inclusion ensures that our most vulnerable children have excellent provision and make good progress.

Pupil outcomes from Statutory Assessment Tests for July 2023 (updated September 2023)

Year group	Subject	% All pupils	% Non pupil premium	% Pupil premium
Year 6	Reading	74% (45/61)	80% (36/45)	67% (10/15)
	Writing	89% (54/61)	80% (36/45)	67% (10/15)
	Maths	87% (53/61)	89% (40/45)	87% (13/15)
	Combined	74% (45/61)	80% (36/45)	67% (10/15)
Year 4	MTC (25/25)	51% (30/59)	77% (23/30)	23% (7/30)
Year 2	Reading	44% (26/59)	48% (19/40)	37% (7/19)
	Writing	36% (22/59)	38% (15/40)	37% (7/19)
	Maths	39% (23/59)	38% (15/40)	42% (8/19)
	Combined	27% (16/59)	33% (13/40)	32% (6/19)
Year 2	Phonics	87% (52/60)	79% (33/42)	72% (13/18)
Year 1	Phonics	80% (48/59)	77% (34/44)	87% (13/15)
Reception	GLD	54%	42%	57%

KS2 progress

4.53 Reading progress measure for all pupils

4.43 Writing progress measure for all pupils

3.65 Maths progress measure for all pupils

Attendance

Attendance September 2022 – July 2023 all pupils 93%

Attendance September 2022 - July 2023 for pupil premium 92.2%

Attendance remains a key priority in school and will continue to be implemented as part of the Pupil Premium Strategy Plan 2023 – 2024.

Behaviour and well-being

Behaviour outcomes in 2022-2023 remain a challenge with increased SEMH needs to address. No exclusions.

The strategy of one LSA per class to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class LSA) for each part of the school day, including lunchtimes, has resulted in good outcomes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion.

Recovery Premium strategies and impact

School used 2 strategies to support pupils following the pandemic:

- School led tuition

- Academic Mentor

School led tutoring – These sessions were either reading, writing or maths, depending on the gaps in the individual classes/groups and were delivered to 64 pupils in Years 1 to 6. Some sessions were led by teachers and some were led by Learning Support Assistants.

Academic Mentor. We had 2 part time academic mentors (retired teachers) who worked either 2 or 3 days. One academic mentor worked with targeted year 1-3 pupils from September 2022 with a focus on phonics, early reading and maths. The other Academic Mentor worked with pupils from Upper KS2. 77 pupils worked with an Academic Mentor.

See data above for July 2023 outcomes.

Technology

Pupils who did not have technology at home to support their learning (eg TT Rock Stars, homework, coding etc) had access to Chromebooks for home use on request.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

