

Pupil Premium Strategy Statement – Farnham Primary

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	413
Proportion (%) of pupil premium eligible pupils	26.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Samantha Keenan
Pupil premium lead	Samantha Keenan
Governor / Trustee lead	Deirdre Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£164,280

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure opportunities to enrich and broaden life experiences to develop confidence and self-esteem are prioritised.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

The current pupil premium strategy plan will target funding on:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

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, balanced and inclusive curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Poor language levels on entry to school.
2	Lack of opportunities for children to read and develop early reading or maths skills.
3	Poor attendance and punctuality for some pupils.
4	Complex family circumstances leading to poor routines and organisation in the home.
5	Poor physical health, including poor nutrition.
6	Lack of wider life experiences outside the home.

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 across school for disadvantaged pupils.	The number of Pupil Premium pupils achieving age related expectations will increase year on year and diminish the gap between the pupil premium and non pupil premium pupils.

Improved attendance for all pupils particularly our disadvantaged pupils.	Systems to challenge attendance are in place including local authority support. Attendance for all pupils including disadvantaged is in line with national average or above. Persistent absentee (PA) reduced for all 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 after school • Attendance improved • Low levels of behaviour incidents recorded on CPOMS • Maintain zero fixed term and permanent exclusions • Increase in number of disadvantaged pupils attending breakfast club (to improve attendance).
Pupils will have a broad and balanced curriculum so that they have the required knowledge to move onto the next stage of learning.	Monitoring of the wider curriculum will show increased coverage and higher attainment across all NC subjects.
Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.	Activities which offer wider life experiences will be operational. These might include outdoor pursuits, learning an instrument, riding a bike or gardening.

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: **£7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD targeted at school improvement priorities.	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. EEF Implementation Guidance EEF Effective Professional Development	1-6

ECT programme for 7 ECTs, 3 mentors and 1 induction tutor across school.	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. EEF Implementation Guidance	1-6
Additional phonics CPD sessions for phonics lead and learning support assistants to improve standards of teaching phonics.	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. EEF Phonics	1 & 2
Early Years training to support staff to ensure that the setting is providing an environment with a key focus for language development.	High quality interactions between adults and children can develop their communication and language skills. EEF Preparing for Literacy - Improving communication, language and literacy in the early years	1 & 2

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

Budgeted cost: **£164943**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding allows the Assistant Headteachers to be non class based and allows small group teaching each morning.	Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small Group Tuition	1 & 2
Additional LSAs in school to support interventions across school.	Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small Group Tuition	1 & 2
Employ a Learning Mentor to provide support for vulnerable pupils and their families.	Engaging effectively with parents has a positive impact of 4 months additional progress. EEF Teaching and Learning Toolkit Parental Engagement	3, 4 & 5
Employ a sports coach to provide opportunities for children to be more active during the school day and improve physical health.	EEF Physical Activity	5

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

Budgeted cost: **£19,194**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance Team to monitor and analyse attendance and provide targeted support to families.	Engaging effectively with parents has a positive impact of 4 months additional progress. EEF Teaching and Learning Toolkit Parental Engagement	3
Employ a pastoral support team to work with vulnerable families to improve attendance and outcomes for these children.	Engaging effectively with parents has a positive impact of 4 months additional progress. EEF Teaching and Learning Toolkit Parental Engagement	3 & 4
Subsidise a breakfast club to improve social interactions between peers, attendance and punctuality, morning routines, nutrition and emotional and mental health.	Attendance at school is a key indicator for academic success. A calm and timely start to the school day ensures that children start learning as soon as teaching begins.	3, 4 & 5
Necessity clothing allowance cost of 2 sweatshirts to support families getting their children ready for school.	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.	4
Subsidised educational visits and visitors in school for all year groups including residential visit in Year5 for all disadvantaged pupils.	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. EEF Outdoor adventure learning	6

Total budgeted cost: £191,637

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils achieving GLD in Reception (July 2024)

	% ELG All Pupils								% ELG FSM6								% ELG Not FSM6							
	CL	PSED	PD	LIT	MA	UW	EAD	GLD	CL	PSED	PD	LIT	MA	UW	EAD	GLD	CL	PSED	PD	LIT	MA	UW	EAD	GLD
EYFS	73%	84%	86%	51%	56%	68%	73%	51%	63%	75%	75%	38%	38%	63%	75%	38%	75%	86%	88%	53%	58%	69%	73%	54%

Year 4 Multiplication Tables Check results (June 2024)

Y4 MTC	Whole	PP	NPP
	66%	46%	72%

End of Key Stage 1 results (July 2024)

% All Pupils										% FSM6								% Not FSM6											
R ARE	R GD	W ARE	W GD	M ARE	M GD	C ARE	C GD	Phonics		R ARE	R GD	W ARE	W GD	M ARE	M GD	C ARE	C GD	Phonics		R ARE	R GD	W ARE	W GD	M ARE	M GD	C ARE	C GD	Phonics	
56%	17%	42%	7%	56%	15%	42%	7%	81%		47%	18%	35%	6%	41%	6%	35%	6%	83%		60%	17%	45%	7%	62%	19%	45%	7%	81%	

End of Key Stage 2 results (July 2024)

% All Pupils								% FSM6								% Not FSM6							
R ARE	R GD	W ARE	W GD	M ARE	M GD	C ARE	C GD	R ARE	R GD	W ARE	W GD	M ARE	M GD	C ARE	C GD	R ARE	R GD	W ARE	W GD	M ARE	M GD	C ARE	C GD
40%	3%	57%	2%	41%	3%	22%	0%	26%	0%	26%	0%	35%	0%	7%	0%	49%	3%	77%	2%	48%	3%	31%	0%

Attendance

Overall attendance for all pupils in 2023-2024 was 93.64%

Attendance for pupil premium pupils in 2023-2024 was 92.80%

Attendance remains a key priority in school and will continue to be implemented as part of the Pupil Premium Strategy Plan 2024–2025.

Breakfast Club

During 2023-24 about 20 children attended breakfast club each day. This ensured that these children were in school on time, well fed and learned much needed social skills in order that they could access learning.

Pastoral Team

Our Pastoral Team had dedicated time each day where they rigorously followed up attendance issues, seeking support for parents and signposting them to other agencies in order to improve attendance. The Pastoral Team

provided individual and group work for children and families to remove barriers to learning and address social, emotional and mental health issues.

Assistant Headteacher & SENDCO

Employing a full time senior leader who is responsible for SEND ensures that our most vulnerable children have excellent provision, case studies show that these children have made good progress. A number of pupils who are pupil premium also have special educational needs, it is crucial that we devise individual programs of work for these children, which are reviewed regularly.

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
N/A	