

Farnborough Primary School Pupil premium strategy statement

School overview

Detail	Data
School name	Farnborough Primary
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	01.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	Angela James
Pupil premium lead	Claire Browne
Governor / Trustee lead	Susan Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,936
Recovery premium funding allocation this academic year	£3,335
School Led Tutoring	N/A
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	£38,271

Part A: Pupil premium strategy plan

Statement of intent

All members of staff at Farnborough Primary have the same expectations of all pupils, regardless of their background. We understand that disadvantaged pupils should be given the same opportunities as others to ensure their progress and outcomes match non-disadvantaged pupils.

Our objectives are:

- To be committed and passionate about meeting disadvantaged pupils' pastoral, social and academic needs within a caring and nurturing environment
- Understand the specific needs of all our disadvantaged pupils through detailed monitoring
- Ensure the needs of the pupils are met through quality first teaching, interventions and emotional support
- Ensure that disadvantaged pupils make good levels of progress and that the attainment gap between disadvantaged and non-disadvantaged closes year on year
- To enhance the cultural capital of disadvantaged pupils so that they access a range of cultural, musical and sporting learning experiences as well as a range of educational visits
- To build positive relationships with disadvantaged pupils and their families
- Our hope is that all our disadvantaged pupils develop a real love for learning and acquire skills that enable them to achieve their potential and lead a happy and prosperous adult life

Challenges

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

Challenge number	Detail of challenge
1	Identifying and addressing the individual and specific needs of all disadvantaged pupils
2	Addressing issues of social, emotional and mental wellbeing and their impact upon learning
3	Ensuring there are opportunities to reduce any gaps with reading, vocabulary and comprehension
4	Identifying and monitoring the number of children with multi-levels of need, e.g., SEND and disadvantaged

5	Building metacognition for individuals that is required for them to become independent learners
6	Balancing the limited life experiences or opportunities outside school through the experiences we offer within
7	Building strong relationships with disadvantaged families and involving them within the school community

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
All class teachers have a detailed understanding of the needs of every disadvantaged child in their class and plan how to address these accordingly	<ul style="list-style-type: none"> • A range of baseline assessments are used on entry • Teacher assessments identify gaps in reading, writing and maths and inform planning and teaching. • Staff all aware of vulnerable pupils and their personal and welfare needs • Social and emotional needs are addressed in class or through relevant interventions • School tracking sheets and evidence recorded on Safeguard show that vulnerable pupils' needs are identified and met.
Disadvantaged pupils to make at least good progress across reading, writing and maths.	<ul style="list-style-type: none"> • All staff clear on who the PP children are, what their prior attainment is and what they need to focus on next in all 3 areas • Data on 3BM showing at least good progress being made in RWM. • Pupil progress meetings ensure that teachers know pupils' targets and any areas of need to address
To target speech and language issues	<ul style="list-style-type: none"> • SALT targets achieved and new targets set (where appropriate) TAs trained to follow up with interventions in the classroom
To identify and close reading, vocabulary and comprehension gaps	<ul style="list-style-type: none"> • PP are targeted to read by adults across the school at twice a week. • TAs introduce and explain new vocabulary as part of the lesson, impacting on pupils' use of wider vocabulary • Reading 'drop in' sessions take place to encourage parents/carers and children to develop a love of reading through reading for pleasure

	<ul style="list-style-type: none"> • Vocabulary and comprehension are taught explicitly through quality first teaching
Disadvantaged pupils achieve at least 95% attendance	<ul style="list-style-type: none"> • DHT regularly monitors school absences and along with the Family Worker, supports families in ensuring their children attend school regularly through phone calls and meetings
To improve educational outcomes for all pupils through a broad and balanced curriculum.	<ul style="list-style-type: none"> • The curriculum offer at Farnborough delivers a rich, diverse and engaging curriculum including trips and experiences • Disadvantaged pupils' engagement and attainment is evident through pupil voice and data
Disadvantaged pupils are appropriately represented in school clubs and in music lessons taught by peripatetic teachers	<ul style="list-style-type: none"> • The school pays for music tuition, residential visits and clubs for disadvantaged children • Disadvantaged pupils are specifically invited to attend school clubs that they have a special interest in

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: £18,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Thinking Schools CPD – trainers attend 4 days, then train rest of staff	EEF Guide to PP – 3-Tiered approach to PP spending – whole school CPD + 'Thinking Matters' research on impact of Metacognition on pupil progress.	1, 5
Whole school training for staff in speech and language therapy to enable follow up sessions and therapies to take place in the classroom	EEF Guide to PP – 3-tiered approach – targeted academic support Previous phonics teaching has been effective with results above national; new phonics scheme to raise attainment further. TAs to do the follow up therapies to implement further in the classroom	1, 3, 4
Whole school training for reading including guided reading and targeting reluctant KS2 readers who are below the expected level. New scheme brought in for KS1 and for lower end of KS2.	EEF Guide to PP – 3-tiered approach – targeted academic support. Use a balanced and engaging approach to developing reading which integrates decoding and comprehension skills as well as reading for pleasure	1, 3, 4, 7
Improve quality first teaching to ensure all work is suitably scaffolded and challenging to meet the needs of all learners.	EEF Guide to PP – 3-tiered approach high quality teaching Observations and monitoring show that where work is suitable scaffolded children make the most progress	1, 2, 3, 4, 5, 6

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

Budgeted cost: £9,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs and trained volunteers to read to and with all disadvantaged pupils twice a week	EEF Guide to PP – 3-tiered approach – targeted academic support + The Reading Framework 2021	1, 3, 4, 5
Personalised interventions for phonics across both key stages	EEF Guide to PP – targeted academic support. One to one and small group tuition is an effective intervention. It has an average impact of four months' additional progress over the course of a year	1, 3, 4, 5
KS2 booster groups for maths and comprehension. Pupils to write in a range of grammatically correct sentences. Review this for all disadvantaged pupils.	EEF Guide to PP – targeted academic support. Small group tuition is an effective intervention. It has an average impact of four months' additional progress over the course of a year	1, 3, 4, 5
Speech and language Therapy	Oral language interventions To be measured by pupils' outcomes in class and in specific speech, communication and language assessments	1, 3, 4
Therapeutic support for individual children (<i>counselling through Drawing and Talking Therapy, buddy system, TTRS and interactive spelling games</i>) to enable them to access the curriculum	Small group provision allows for targeted teaching according to individual need. Drawing and Talking Therapy enables pupils to receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may draw out traumatic or difficult life experiences which helps them makes sense of their past and cope better with their future	2, 6

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

Budgeted cost: £10,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment opportunities - ensure all pupils have equal access to our engaging broad and balanced curriculum</p>	<p>Our disadvantaged pupils are provided with a range of enrichment opportunities in the curriculum through topic work, art, sport and music which helps them to develop a range of skills and interests, and achieve in areas other than Literacy and Maths</p> <p>Pupils have access to extra-curricular opportunities such as sport and music and receive support to purchase uniforms, milk and trips</p>	<p>1, 2, 6</p>
<p>Family Worker helps to support the social and emotional well-being and mental health of identified families as well as helping to improve attendance</p>	<p>EEF Guide to PP – 3-tiered approach – wider strategies to include attendance, behaviour and social and emotional support</p>	<p>1, 2, 7</p>

Total budgeted cost: £38,271

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 2020 to 2021 academic year.

Quality first teaching in class as well as additional interventions for maths, phonics and reading resulted in 92% of our Pupil Premium pupils making expected progress in reading and maths and 85% in writing.

Catch up support during the autumn term 2020 and summer term 2021 focused on phonics and writing skills for EYFS and KS1 and maths, sentence structure and comprehension skills for KS2.

During lockdown, the SLT and Family Worker further developed relationships with PP families through regular contact to ensure the continued support of themselves and their children. The access to IT equipment meant that more pupils could access home learning. If this remained a barrier then practical resources were handed out to families and where possible, the pupils attended school.

A focus on wellbeing remained a priority after lockdown to ensure disadvantaged pupils felt emotionally secure in school so they could access their learning. Due to the support that was put into place, the pupil premium pupils settled back into school well and made expected progress at the same rate as non-disadvantaged children.

Due to SLT and the Family Worker working closely with the families, the whole school attendance was 96% with pupil premium children's attendance in line with non-disadvantaged children.

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
PiXL	PiXL
Bug Club, Phonics Bug	Pearson
Toe by Toe	Keda Publications
Talk For Writing	Talk for Writing
Literacy Shed	Literacy Shed
Drawing and Talking Therapy	Drawing and Talking

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A