

# Farnborough Primary School Pupil premium strategy statement

## School overview

Detail	Data
School name	Farnborough Primary
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023
Date this statement was published	20.02.23
Date on which it will be reviewed	Feb 2024
Statement authorised by	Angela James
Pupil premium lead	Yvonne Murray & Nichola Cheeseman
Governor / Trustee lead	Michael Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,598
Recovery premium funding allocation this academic year	£4,495
School Led Tutoring	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,093

# Part A: Pupil premium strategy plan

## Statement of intent

Our strong intention is that **all** children at Farnborough Primary School achieve highly and make good progress across all areas of the curriculum. There is a particular focus placed on our disadvantaged children to ensure that we mitigate against any barriers to achievement and diminish any attainment or progress differences between groups of children.

In addition, we understand the importance of supporting our children's health and well-being to ensure we fully develop our children.

We closely monitor all our children with the clear aim that all children succeed both holistically and academically.

We use a range of assessment tools to identify gaps in learning and to provide a provision suited to the individual's needs.

We ensure that disadvantaged children are a high priority for all leaders and staff across the school. We ensure early identification of any barriers to learning and put in place provision. This provision is closely monitored to ensure agreed outcomes are achieved. There is flexibility in this provision to ensure that adaptations to the provision are made to meet the needs of the learner and to continue to provide impact.

We recognise the importance of high quality, excellent teaching as key in raising pupil achievement. We are a school who understands the importance of professional development to meet the needs of our staff and ultimately our pupils. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. We have shared and clear objectives regarding the components of effective teaching, learning and wellbeing of each and every child regardless of their background.

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

We understand the importance of a High Quality Curriculum. One that ensures a sequence of content necessary for children to make progress. A curriculum that will provide children with the knowledge they need for subsequent learning. We are committed to ensuring that we provide learning and opportunities that develop our children's cultural capital.

## 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"> <li>• A range of baseline assessments are used on entry</li> <li>• Teacher assessments identify gaps in reading, writing and maths and inform planning and teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff all aware of vulnerable pupils and their personal and welfare needs</li> <li>• Social and emotional needs are addressed in class or through relevant interventions</li> <li>• School tracking sheets and evidence recorded on Safeguard show that vulnerable pupils' needs are identified and met.</li> </ul>
Disadvantaged pupils to make at least good progress across reading, writing and maths.	<ul style="list-style-type: none"> <li>• 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</li> <li>• Data on 3BM showing at least good progress being made in RWM.</li> <li>• Pupil progress meetings ensure that teachers know pupils' targets and any areas of need to address</li> </ul>
To identify and target speech and language needs through a speech and language therapist.	<ul style="list-style-type: none"> <li>• SALT targets achieved and new targets set by Words First – qualified speech and language therapist (where appropriate) TAs trained to follow up with interventions in the classroom.</li> </ul>
To identify and close reading, vocabulary and comprehension gaps	<ul style="list-style-type: none"> <li>• PP are targeted to read by adults across the school at twice a week.</li> <li>• TAs introduce and explain new vocabulary as part of the lesson, impacting on pupils' use of wider vocabulary</li> <li>• Reading 'drop in' sessions take place to encourage parents/carers and children to develop a love of reading through reading for pleasure</li> <li>• Vocabulary and comprehension are taught explicitly through quality first teaching</li> </ul>
Disadvantaged pupils achieve at least 95% attendance	<ul style="list-style-type: none"> <li>• HT regularly monitors school absences and along with the Family Worker, supports families in ensuring their children attend school regularly through phone calls and meetings</li> </ul>
To improve educational outcomes for all pupils through a broad and balanced curriculum.	<ul style="list-style-type: none"> <li>• The curriculum offer at Farnborough delivers a rich, diverse and engaging curriculum including trips and experiences</li> <li>• Disadvantaged pupils' engagement and attainment is evident through pupil voice and data</li> </ul>
Disadvantaged pupils are appropriately represented in school clubs and in music lessons taught by peripatetic teachers	<ul style="list-style-type: none"> <li>• The school pays for music tuition, residential visits and clubs for disadvantaged children</li> <li>• Disadvantaged pupils are specifically invited to attend school clubs that they have a special interest in</li> </ul>

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: £28,725

Activity	Evidence that supports this approach	Challenge number (s) addressed
Chatter Tots and Engagement with Language training for specialist TAs through the Words First team.	<p>Oral language interventions can have a positive impact on pupils' language skills .</p> <p>EEF oral lang interventions</p>	1,3
Zones of Regulation training and deescalation training	<p>Character – is a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’ , ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes. (EEF).</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=self%20regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=self%20regulation</a></p>	2, 4
Word First Spelling and Reading CPD support	<p>To develop an understanding as to why some students struggle with spelling and the impact that these difficulties. To develop a clearer understanding phonological awareness and spelling. How to develop spelling with students who find this area of the curriculum difficult putting in place strategies to support successful spelling.</p> <p>EEF Guide to PP – 3-tiered approach – targeted academic support.</p>	1, 3, 4,5

	Use a balanced and engaging approach to developing reading which integrates decoding and comprehension skills as well as reading for pleasure	
OT – sensory/ handwriting	To develop a relationship with an Occupational Therapist to assess pupils, identify and plan treatment programmes for sensory processing difficulties, visual processing difficulties, handwriting difficulties and sensory motor difficulties contributing to fine and gross motor skills.	1, 2, 3, 4, 6
Whole school training by Words First 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
Advanced Drawing and Talking Therapy Including sand play therapy for children who don't want to draw. £299+ VAT	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

## 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
Chatter Tots strategies to be applied through targeted sessions delivered by trained TAs.	Oral language interventions can have a positive impact on pupils' language skills .  EEF oral lang interventions	1,3
TAs and trained volunteers to read to and with all disadvantaged pupils at least 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	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	2, 6

enable them to access the curriculum	sense of their past and cope better with their future	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed 'Thinking schools' to support metacognition and independent learners.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacogn">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacogn</a>	1 & 5
Embedding principles of good practice set out in DfE <a href="#">Improving School Attendance</a> advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3
Mental Health and Well-Being assessing play therapy session	Health and Wellbeing - In 2020, Public Health England highlighted a potential higher impact on females, those from disadvantaged backgrounds, and those with special educational needs or pre-existing mental health needs. 'A child may not have the words to describe how they are feeling, or why they are behaving as they do. A child may not be able to recognise what they find difficult or explain it to someone if asked. Play Therapy provides the expertise and time to do this through play. Play Therapy sessions aim to build a child's ability to develop healthy and resilient relationships, and to work through traumatic experiences which may be preoccupying them. Preoccupying difficult feeling can make learning at school or managing feelings impossible. Addressing difficult emotions through play provides a layer of story or metaphor to what is being shared and felt. Metaphor can provide a degree of removal from experience for the child.	1, 2, 4



	'It can feel safer and less intense for a child to express themselves or explore their experiences through play. (playtherapy.org.uk, 2021)	
Mental Health and Well-Being	Living On & Bromley Y to support individuals.	1,2, 7
Enrichment opportunities - ensure all pupils have equal access to our engaging broad and balanced curriculum	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  Pupils have access to extra-curricular opportunities such as sport and music and receive support to purchase uniforms, milk and trips  Sewing Club Chess Club Skills Academy Fundamentals Music Lessons Choir Art Club	1, 2, 6
Family Worker helps to support the social and emotional well-being and mental health of identified families as well as helping to improve attendance	EEF Guide to PP – 3-tiered approach – wider strategies to include attendance, behaviour and social and emotional support	1, 2, 7

**Total budgeted cost: £50,093**

## 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	Pearson
Toe by Toe	Keda Publications
Talk For Writing	Talk for Writing
Literacy Shed	Literacy Shed
Drawing and Talking Therapy	Drawing and Talking

Chatter Tots	Words First
Engagement with Language	Words First
Lego Therapy	Words First
White Rose Hub	White Rose Hub
Busy Things	Busy Things
TTR	Times Table Rockstars
Collins Snap Science	Collins
Access Art	Access Art
Kapow DT Scheme	Kapow

## 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