

Farnborough Primary School Pupil premium strategy statement

School overview

Detail	Data
School name	Farnborough Primary
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers.	2024
Date this statement was published	15.01.2024
Date on which it will be reviewed	13.01.2025
Statement authorised by	Angela James & Laura Fearon
Pupil premium lead	Yvonne Murray & Nichola Cheeseman
Governor / Trustee lead	Michael Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,348
Recovery premium funding allocation this academic year	£4,060
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	£44,408

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

	<ul style="list-style-type: none"> • 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 identify and target speech and language needs through a speech and language therapist.	<ul style="list-style-type: none"> • 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.
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 • Vocabulary and comprehension are taught explicitly through quality first teaching in all areas of the curriculum.
Disadvantaged pupils achieve at least 95% attendance	<ul style="list-style-type: none"> • 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. • We have regular meeting with the EWO service to support families where needed. • We use Studybugs to track and monitor children's attendance.
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

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| | <ul style="list-style-type: none">• Disadvantaged pupils are specifically invited to attend school clubs that they have a special interest in |
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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: £21,302

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
Attention Bucket training for TAs across the school from Words First.	<p>The intervention helps to children develop communication, interaction and attentional skills. Social skills like turn-taking, joint attention and increasing interactions between children are all targeted through the intervention. The intervention improves children's independence, confidence, and self-awareness which ultimately supports learning in the classroom.</p>	1, 2 ,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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=self%20regulation</p>	2, 4

<p>Word First Spelling and Reading CPD support</p>	<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> <p>Use a balanced and engaging approach to developing reading which integrates decoding and comprehension skills as well as reading for pleasure</p>	<p>1, 3, 4,5</p>
<p>OT – sensory/ handwriting</p>	<p>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.</p>	<p>1, 2, 3, 4, 6</p>
<p>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</p>	<p>EEF Guide to PP – 3-tiered approach – targeted academic support</p> <p>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</p>	<p>1, 3, 4</p>
<p>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.</p>	<p>EEF Guide to PP – 3-tiered approach – targeted academic support.</p> <p>Use a balanced and engaging approach to developing reading which integrates decoding and comprehension skills as well as reading for pleasure.</p> <p>Monitoring of free readers to ensure they are reading appropriately pitched books which continues to support and develop their reading skills. Providing access to both school and class libraries ensuring all children have access to high quality texts.</p> <p>Extend our book bands and levels for KS2 to ensure all children are accessing high quality texts.</p>	<p>1, 3, 4, 7</p>
<p>Improve quality first teaching to ensure all work is suitably scaffolded and challenging to meet the needs of all learners.</p> <p>Developing scaffolding that follows the 7 step model to improve children's</p>	<p>EEF Guide to PP – 3-tiered approach high quality teaching</p> <p>Observations and monitoring show that where work is suitable scaffolded children make the most progress</p> <p>Enabling children to be more independent learners and thinkers through embedding the 7 Step Model throughout the curriculum. This will support children's learning in a scaffolded way that allows them to become more independent thinkers and learners developing their motivation for learning and improving outcomes and progress for all learners.</p>	<p>1, 2, 3, 4, 5, 6</p>

independence and motivation for learning.	https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool	
Introduce Sand Play and Drawing and Talking therapies.	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. Sand Play is a one-to-one intervention which can be used as a gentle, non-intrusive therapeutic way of supporting children and their wellbeing. Sand Play is suitable for children as young as 4 years old.	2, 6
Training for Star Maths and Star Reader	Introduction of a new reading and maths assessment tool. The data this will provide will inform teacher's planning of both lessons and targeted interventions to help bridge gaps in the children's learning.	1, 3,

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

Budgeted cost: £11,453

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	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. The planning and resources to be informed	1, 3, 4, 5

for all disadvantaged pupils.	and supported by the Star Assessment Programme to target individual needs effectively.	
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: £11,653

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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metacogn	1 & 5
Embedding principles of good practice set out in DfE Improving School Attendance 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	Health and Wellbeing - In 2020, Public Health England highlighted a potential higher impact on females, those from disadvantaged backgrounds, and those with	1, 2, 4

assessing play therapy session	<p>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.</p> <p>'It can feel safer and less intense for a child to express themselves or explore their experiences through play. (playtherapy.org.uk, 2021)</p>	
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	<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>Sewing Club Chess Club Skills Academy Fundamentals Music Lessons Orchestra Choir Art Club</p>	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: £44,408.

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 2022 to 2023 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.

A focus on wellbeing remained a priority 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 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	In school specialist
White Rose Hub	White Rose Hub
Talk 4 Writing	Talk 4 Writing
Busy Things	Busy Things
TTR	Times Table Rockstars
Collins Snap Science	Collins

Kapow Art Scheme	Kapow
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