

Farnborough Primary School Pupil premium strategy statement

School overview

Detail	Data
School name	Farnborough Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	9.43%
Academic year/years that our current pupil premium strategy plan covers.	2025
Date this statement was published	01.01.2025
Date on which it will be reviewed	01.01.2026
Statement authorised by	Angela James
Pupil premium lead	Yvonne Murray & Nichola Cheeseman
Governor / Trustee lead	Taranah Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,350
Recovery premium funding allocation this academic year	N/A
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	£34,350

Part A: Pupil premium strategy plan

Statement of intent

At Farnborough Primary School, we are dedicated to ensuring that all pupils, especially those eligible for Pupil Premium funding, make excellent progress academically, socially, and emotionally. We aim to close attainment gaps and support disadvantaged pupils in achieving their potential, fostering their development as confident, well-rounded individuals ready for future success.

High-quality teaching is at the core of our approach to supporting disadvantaged pupils. We believe that excellent teaching practices provide the foundation for all pupils to make strong progress. Through Quality First Teaching, we ensure that lessons are carefully planned to meet the diverse needs of every pupil. Teachers use a range of strategies, including differentiated instruction, scaffolding, and targeted questioning, to engage and challenge all learners.

For disadvantaged pupils, Quality First Teaching is complemented by targeted interventions to address specific gaps in learning. In the Early Years Foundation Stage (EYFS), our focus is on developing key skills in literacy, numeracy, and communication, ensuring pupils are fully prepared for the transition to Key Stage 1. Throughout Key Stages 1 and 2, we use ongoing assessments to monitor progress, adapt teaching strategies, and provide additional support where needed, helping pupils achieve or exceed their expected outcomes.

Our commitment extends beyond academic progress. We believe in nurturing the whole child, supporting their emotional well-being, confidence, and self-esteem. This includes offering opportunities for disadvantaged pupils to participate in cultural, sporting, and extracurricular activities that broaden their horizons and inspire a love of learning. By enriching their experiences, we aim to build resilience and a sense of belonging, empowering pupils to thrive in all areas of their lives.

We recognise that strong home-school partnerships are vital for pupil success. This year, we will deepen our collaboration with parents and carers, providing them with the tools and knowledge to support their child's learning at home. Through regular communication and workshops, we aim to create a shared commitment to helping pupils overcome barriers and achieve their goals.

We place great importance on the sequencing of our curriculum, recognizing it as a critical factor in building the knowledge and skills pupils need for future success. Our curriculum is carefully designed to provide a clear progression of learning, where each lesson and unit builds upon prior knowledge. By ensuring a strong foundation in core subjects, we enable pupils to deepen their understanding and apply their learning in increasingly complex ways. For disadvantaged pupils, this structured approach helps to address gaps in prior learning, ensuring that no child is left behind. Teachers use retrieval practice and regular assessments

to reinforce previous knowledge, allowing pupils to make connections and embed their learning as they move through the curriculum.

Our investment in the professional development of staff is central to maintaining high standards of teaching. Teachers at Farnborough Primary School engage in ongoing training to refine their skills, implement evidence-based practices, and use data effectively to drive pupil progress. By fostering a culture of continuous improvement, we ensure that all pupils, particularly those who are disadvantaged, benefit from exceptional teaching tailored to their needs.

Through Quality First Teaching, targeted support, and a focus on holistic development, we are committed to ensuring that all pupils, regardless of background, make significant progress and have access to the opportunities and support they need to succeed. At Farnborough Primary School, we are steadfast in our mission to foster a culture of achievement, nurture each child’s potential, and prepare them for a bright and successful future.

Challenges

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

Challenge number	Detail of challenge
1	Building strong relationships with disadvantaged families and involving them within the school community Identifying and addressing the individual and specific needs of all disadvantaged pupils
2	Addressing the social, emotional, and mental well-being of pupils, and mitigating its impact on their learning. This includes equipping pupils with the skills and strategies needed to self-regulate their emotions, enabling them to fully engage with the curriculum and succeed academically.
3	Providing targeted support for children with speech, language, and communication difficulties to enhance their oracy skills. This includes identifying pupils with specific needs early, implementing tailored interventions to improve their ability to articulate thoughts and ideas effectively, and building confidence in verbal communication
4	Identifying and addressing the individual and specific needs of all disadvantaged pupils
5	Ensuring there are opportunities to reduce any gaps with reading, vocabulary and comprehension
6	Identifying and monitoring the number of children with multi-levels of need, e.g., SEND and disadvantaged
7	Building metacognition for individuals that is required for them to become independent learners

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
<p>Disadvantaged pupils achieve or exceed expected outcomes across all key stages, narrowing the attainment gap with their peers.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils demonstrate measurable progress in core subjects, achieving outcomes in line with or exceeding national expectations. • The attainment gap between disadvantaged and non-disadvantaged pupils reduces consistently across all key stages. • Targeted interventions address learning gaps, with regular reviews showing clear, sustained improvement in pupil outcomes. • Disadvantaged pupils show high engagement in lessons and enrichment activities, fostering greater academic and personal development.
<p>Pupils demonstrate consistent and measurable progress in literacy, numeracy, and communication, ensuring strong foundations for future learning.</p>	<ul style="list-style-type: none"> • Pupils achieve or exceed their expected progress in literacy, numeracy, and communication, as evidenced by termly assessment data. • Gaps in learning are identified early, with tailored interventions leading to measurable improvements in targeted areas. • Pupils demonstrate the ability to apply literacy, numeracy, and communication skills confidently across the curriculum and in real-world contexts. • Pupils build on prior knowledge effectively, showing improved fluency, comprehension, and problem-solving in literacy and numeracy. • Pupils actively participate in lessons, express confidence in their abilities, and exhibit growth in communication skills during classroom interactions and group work.
<p>Disadvantaged pupils develop self-regulation skills, confidence, and emotional well-being to engage fully in their learning journey</p>	<ul style="list-style-type: none"> • Disadvantaged pupils demonstrate the ability to manage emotions effectively, reducing incidents of disruptive behaviour and improving focus during lessons. • Pupils show greater self-assurance in participating actively in classroom activities, discussions, and group tasks. • Pupils consistently engage in their learning, reflected in improved attendance, participation, and overall academic progress.
<p>Teachers consistently deliver Quality First Teaching tailored to the needs of all pupils, supported by ongoing professional development.</p>	<ul style="list-style-type: none"> • Teachers consistently use tailored strategies to meet the diverse needs of pupils, ensuring all learners are challenged and supported.

	<ul style="list-style-type: none"> • Pupil progress data reflects strong achievement across all groups, with disadvantaged pupils showing measurable progress. • Teachers regularly participate in and implement evidence-based practices from ongoing professional development, enhancing teaching quality and pupil engagement.
<p>Disadvantaged pupils benefit from a broad range of cultural, sporting, and extracurricular activities, enhancing their cultural capital and broadening their horizons.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils actively participate in a diverse range of cultural, sporting, and extracurricular activities, with improved attendance and engagement rates in these programs. • Pupils demonstrate an enhanced understanding and appreciation of different cultural, artistic, and sporting opportunities, reflected in their classroom contributions and personal development. • Participation in enrichment activities leads to improved confidence, resilience, and transferable skills that support academic and social success.
<p>Parents and carers are actively engaged in their child’s learning, fostering aligned support strategies to overcome barriers.</p>	<ul style="list-style-type: none"> • A significant majority of parents and carers of disadvantaged pupils attend progress meetings, workshops, and school events focused on supporting learning. • Parents and carers demonstrate active involvement in implementing home-based strategies aligned with school interventions, contributing to improved pupil outcomes. • Regular feedback from parents and carers reflects stronger relationships with the school and greater confidence in supporting their child’s education.
<p>Pupils build on prior knowledge and deepen understanding through a well-structured curriculum, ensuring readiness for the next stages of education and life.</p>	<ul style="list-style-type: none"> • Pupils demonstrate clear progression in knowledge and skills across subjects, with assessments showing consistent improvement over time. • Pupils actively engage with a well-sequenced curriculum, applying prior learning confidently to new and increasingly complex tasks. • Pupils leave each key stage with the knowledge, skills, and confidence required to succeed in the next stage of their education and future challenges.

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: £15,350

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: £11,000

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: £8,000

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 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: £34,350.

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 2023 to 2024 academic year.

At Farnborough Primary School, we are dedicated to ensuring all pupils, especially those eligible for Pupil Premium funding, reach their full potential. Through targeted interventions and high-quality teaching, we deliver measurable improvements in outcomes for disadvantaged pupils.

In the **Early Years Foundation Stage (EYFS)**, 75.9% of pupils, including disadvantaged children, achieved a *Good Level of Development (GLD)*, exceeding the national average of 67.7%. Literacy and numeracy goals were met by 75.9% and 82.8% of pupils, with 89.7% achieving in "Understanding the World." Significant progress is evident in **Key Stage 1** phonics, reading, and writing, reflecting our commitment to identifying and addressing learning gaps early. 92% of our Pupil Premium pupils making expected progress in reading and maths and 85% in writing. In **Key Stage 2** 60% of our disadvantaged pupils making expected progress in reading, writing and maths which is above the national average in all areas.

Our strategies include **data-driven interventions** to monitor and address barriers, **professional development** for staff to enhance teaching quality, and a focus on **cultural capital enrichment** through music, arts, sports, and visits. We also prioritise **parental engagement**, building strong partnerships to support holistic development.

Key achievements include sustained academic progress, enriched cultural opportunities, and strong collaboration with families to support pupil success. Our commitment ensures that disadvantaged pupils thrive both academically and socially, diminishing attainment gaps and preparing them for bright futures.

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
TTRs	Times Table Rockstars
Kapow Science Scheme	Kapow
Kapow Art Scheme	Kapow
Kapow DT Scheme	Kapow
Star Assessments	Renaissance
Freckle	Renaissance
Accelerated Reader	Renaissance

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