

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Farncombe C of E Infant
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	12 pupils (8.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Andrea Simonsson Headteacher
Pupil premium lead	Zoe Betchley Teacher
Governor lead	Alice Poole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£616
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	£16,756

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that through our school's vision and values, all pupils flourish. We want pupils, irrespective of their background or the challenges they face, to love learning, make good progress and achieve high attainment across all subject areas. We also want our pupil premium children to experience and relish the cultural capital enjoyed by their more advantaged peers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- create an approach in which all staff take responsibility for disadvantaged pupils
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- make changes and amend practice if interventions are less successful

### Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments and observations show that the majority of our pupil premium children have difficulties in learning phonics in Reception. This has a negative impact on their early reading progress.</i>
2	<i>Discussions with pupil premium parents indicate mental health difficulties, housing problems and lack of support from some family members in the majority of cases.</i>
3	<i>A minority of pupil premium children have health concerns which negatively impact on their school attendance.</i>

4	<i>Discussions with some pupil premium parents indicate literacy and mathematical difficulties over generations, making it difficult to support homework.</i>
5	<i>A minority of our pupil premium families have suffered from distressing episodes which negatively impacts on wellbeing and the capacity to parent well. This information comes from discussions with the HSLW.</i>
6	<i>Discussions with pupil premium children in Year 1 and 2 show enthusiasm for learning in school and an interest in enrichment activities after school and at weekends, but these are not provided by their families.</i>

## 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
<i>For pupil premium attendance to be at least as good as the national average for primary schools.</i>	Sustained high attendance of at least 95% for pupil premium children for the academic years 2021-22, 2022-23 and 2023-2024.
<i>For pupil premium children to attain in Reading, Writing and Maths at the same standards as the non-disadvantaged children in school.</i>	In 2021 – 2022, for all three Year 2 pupil premium children to reach at least EXS in Reading, Writing and Maths (100%). In 2021 – 2022, for 7/8 (88%) Year 1 to pass the phonics screening test. In 2022 – 2023, for 7/8 (88%) to reach at least EXS in Reading, Writing and Maths. In 2022 – 2023 for the pupil premium child in Reception to pass the phonics screening test. In 2023- 2024, for this pupil to reach EXS in Reading, Writing and Maths.
<i>To achieve and sustain wellbeing for all pupils, including pupil premium children.</i>	Interviews with pupils to provide evidence of enjoyment of school. Observations and discussions to show increased cultural capital. Observations to show to positive friendships and good behaviour. Discussions with parents to indicate improved confidence and relationships at home.

## 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: £ 9300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a DfE validated systematic synthetic phonics scheme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 4
<i>Continued training for all teachers in Talk for Writing</i>	Talk for Writing is a transformative and inclusive approach which is proven to benefit disadvantaged pupils.	1, 4
<i>Employment of a UPS teacher to lead on pupil premium</i>	Strong leadership is proven to have many benefits, including raising the profile of this group of children and ensuring plans come to fruition.	All

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring purchased through National Tutoring Scheme</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,4
<i>Employment of a private SLT</i>	Developing pupils speech and language skills is the number one recommendation in the EEF Literacy Report (published September 2020).	1,4
<i>Reading Intervention 4 x weekly</i>	The intervention focuses on phonics and reading comprehensive strategies, which evidence suggests can have a very high impact.	1,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
<i>Maths Intervention 2 x weekly</i>	The EEF toolkits suggests interventions have a moderate impact on attainment. This intervention also includes increased feedback on learning which is proven to have a high impact.	N/A

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Decreased class sizes</i>	EEF Toolkit suggests that classes smaller than 20 are associated with increased progress.	All
<i>Increase in Home School Link Worker employment. Her work focuses on improving attendance and positive engagement with school.</i>	The DfE guidance linked below has been informed by engagement with schools that have significantly reduced absence. <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	2,3,5
<i>Singing Club</i>	Arts provision has a moderate impact on the achievement of disadvantaged learners. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	6
<i>Guitar Lessons</i>	Learning to read music is widely accepted as having general cognitive benefits.	6
<i>Priority placement for high profile roles and enjoyable experiences in school.</i>	Providing this slight bias 'levels the playing field', builds strong relationships and the sequence of experiences of success increases pupils wellbeing and self-esteem.	2,3,4,5,6

**Total budgeted cost: £ 18,300**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*Individual case studies for the five pupil premium children who left Farncombe C of E Infant School in July 2021 indicate a very successful range of strategies. True to our mission statement of Inspiration, Imagination and Individuality, the pupil premium children were not treated as a homogenous group, but provided with tailored support for their individual needs. This included:*

*A reading intervention group which led to rapid progress.*

*Access to a Greater Depth Maths group, after assessments indicated strength in Maths.*

*An after school cooking club, after a meeting with a parent revealed poor diet choices at home.*

*Increased support from the HSLW after communication with a parent requesting help with her child's behaviour at home. The HSLW also had an extremely positive impact on the attendance of one pupil premium family, increasing this from a very low starting point of 50% to 80%. Work is continuing to bring this to at least 95%.*

*Tangible support to improve living conditions, including the purchase of a tumble drier. This allowed for one large family to provide the three Farncombe children with clean and dry uniform daily, which had not previously been possible.*

*A strength of our pupil premium strategy last year was in inviting pupil premium children back into school before lockdown ended, as we classed them as vulnerable. This meant that very few of our pupil premium missed many days of school. Rather, they benefited from the smaller teaching groups and showed good wellbeing and progress. Although statutory assessments did not take place, Farncombe School used standard assessment materials to provide information on attainment for the school's self-evaluation and also to pass onto local junior schools. All pupil premium children made very good progress from their starting points at the beginning of Reception, with 80% achieving EXS in Maths and Reading and 60% in Writing. This was from a baseline of 40% judged to be 'school ready' in September 2018.*

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### 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
N/A - none purchased.	

### 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 None received.
What was the impact of that spending on service pupil premium eligible pupils?	N/A