

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our three year pupil premium strategy (2024-2027), how we intend to spend the funding in this academic year (2024-2025) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Farndon Fields Primary School
Number of pupils in school	369 (EYFS-Y6)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2024 ✓ October 2025 ✓ October 2026
Statement authorised by	Ms Simone Harrison
Pupil premium lead	Mrs Danielle Barton
Governor / Trustee lead	Mrs Pauline Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93383
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024-2025)	£93383
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium (PP) strategy plan

Statement of intent

When developing our PP strategy, we recognise the importance of considering the **context** of the school and the **challenges** our disadvantaged and vulnerable pupils face.

We use **research** conducted by the EEF and **recognised literature** (such as 'Addressing Educational Disadvantage' by Marc Rowland, 'Closing the Attainment Gap' by Daniel Sobel and 'The Inclusive Classroom' by Daniel Sobel and Sarah Alston) to support decisions made around the usefulness and implementation of different strategies.

The Foundation stones of our school are Nurture, Inspire, Learn and Succeed; our intention is that all pupils, irrespective of their background or the challenges they face, make **good progress** from their starting points and **achieve** well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including sustaining progress for those who are already high attainers.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching for all
- Focus on outcomes for individuals and progress from starting points
- Decisions are based on data (quantitative and qualitative) and response to evidence which is reviewed regularly
- Clear, responsive leadership, setting high aspirations and responsibility for raising attainment to all staff.

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

As recognized by the EEF, '**good teaching** is the most important lever schools have to improve outcomes for disadvantaged students', 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.

A strong focus on developing the **quality of teaching** through focused professional development of teachers at all stages of their careers and strong recruitment processes will ensure that all our pupils benefit from high quality teaching.

Common **barriers** to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all' approach that can be applied.

Our strategy is integral to our wider school plans for **education recovery**, through **targeted** support, inclusive **high-quality teaching** and **pastoral support** for pupils whose education has been the worst affected, not just disadvantaged pupils.

Our approach will be **responsive** to common challenges as well as to individual needs, grounded in strong assessment and gap analysis processes, rather than assumptions about the possible impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We will also ensure that, in order to make the biggest difference, we focus on a small number of strategies.

Our ultimate objectives are:

- To **narrow the attainment gap** between pupil and non-disadvantaged students.
- For all disadvantaged students to make **excellent progress** from their starting points
- For all disadvantaged students to have **attendance** in line with school attendance and above national averages
- To provide **opportunities** to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Early language, communication & vocabulary Assessment, observations and discussion with staff and pupils (supported by research) show underdeveloped language skills and gaps in vocabulary amongst disadvantaged pupils, with PP pupils less likely to meet a good level of development compared to their peers.
2	Phonics Assessments, observations and discussions with staff and pupils show that disadvantaged pupils have greater difficulties in phonic acquisition than their peers. This negatively impacts their development as readers, writers and learners across the curriculum.
3	Gaps in learning in core subject areas Disadvantaged pupils are achieving less well than their peers in Maths, Reading and Writing. This reflects lower starting points on entry to school and the significant overlap between PP and SEN.
4	Access to technology Our research, observations and discussions with families show that disadvantaged pupils have less access to technology at home, creating a 'digital divide' and resulting in gaps in learning and in the soft skills needed to be successful in later life, including the next phase of education.
5	Wellbeing Assessments (including pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment in non-core curriculum. In addition, teacher referrals and family request for ELSA, wellbeing and Family Support Worker input have markedly increased since the return to face-to-face schooling after the pandemic.
6	Attendance Attendance data over the 2023-24 academic year indicates that attendance among PP pupils is 91% compared to 96% for non-PP pupils, meaning attendance for PP pupils is 5% lower than non-PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress. The overall number of persistent absentees reduced throughout 2023/24 from 37 to 31 but there remain 13 PP pupils on the Persistent absences monitoring list out of a total of 31 pupils (42%). Further analysis of attendance has shown that attendance of pupils eligible for Pupil Premium is lowest in the Autumn term, a trend seen across the whole school. Those who do <u>not</u> require SEND support are also more likely to be absent.

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
Early Language, communication and vocabulary Improved oral language skills in all year groups.	Observations, assessment and discussions indicate significantly improved language, communication and vocabulary outcomes amongst disadvantaged pupils, evident through triangulation with evidence such as engagements in lessons, formative assessment, learning walks and end of year Good Level of Development assessments.
Phonics Attainment gap in Phonics between PP and non-PP pupils to decrease, all pupils to make excellent progress from their starting points.	Year 1 Phonics outcomes show that the percentage of disadvantaged pupils meeting the expected standard is in line with their peers.
Core curriculum Teachers and support staff undertake tailored CPD to enhance teaching and learning, so that high quality whole class teaching strategies and targeted support and interventions, informed by evidenced based practice and sound formative assessment and gap analysis impact on the outcomes for pupils.	The in-school gap in KS2 statutory assessments has reduced. Disadvantaged pupils in the school are achieving broadly in line with their non-disadvantaged peers nationally. Progress and attainment for disadvantaged pupils at end of KS2 in RWM and attainment in Y4 MTC is in line with or exceeds national expectations.
Access to technology To ensure disadvantaged pupils have equitable access to technology at school and at home to support remote and blended learning opportunities to close the 'digital divide'	Sustained high levels of access to suitable technology demonstrated by qualitative and quantitative data from pupil voice, pupil and parent/carer surveys and teacher observations
Wellbeing To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations, a significant reduction in wellbeing concerns reported via CPOMS, and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance	Sustained high attendance demonstrated by:

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, with the gap between PP and non-PP pupils to reduce.</p>	<ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 95% (East Midlands average) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1-2%. the percentage of all pupils who are persistently absent being below 9% (East Midlands average is 14%) and the figure among disadvantaged pupils being no greater than their peers.
---	---

Activity in this academic year (2024-2025)

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: £41500 TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Read Write Inc (DfE validated SSP programme) in place. - Phonics (SSP) training offer for all staff via support package from RWI and using Oxford Owl platform for staff development. - Support from RWI development leader for Phonics lead, teachers and support staff. - Expansions of RWI linked book selection, including implementation of online access to phonic lesson books. - Rigorous monitoring and coaching from the Phonics subject leader across all teaching groups. - Increased in-the-moment Phonic interventions to repeat key learning. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF - Phonics</p>	2
<ul style="list-style-type: none"> - Developing Oracy Strategy - Embedding oracy activities across the curriculum, supporting pupils to articulate ideas, 	<p>There is strong evidence that shows oral language interventions are inexpensive to implement with high impacts on reading. These</p>	1

<p>consolidate understanding and develop vocabulary.</p> <ul style="list-style-type: none"> - Embedding teaching of Herts for Learning Reading fluency in KS2. 	<p>interventions can include 1:1 or small group inputs as well as high quality classroom discussion and explicit teaching of vocabulary,</p> <p>EEF – Oral language interventions EEF - Preparing for Literacy EEF - Improving Literacy in Key Stage 1 EEF - Improving Literacy in Key Stage 2 DfE - Reading Framework</p>	
<ul style="list-style-type: none"> - Enhancement of teaching and learning practice through effective professional development linked to coaching and teacher development time (TDT) and Professional Learning Communities (PLC) for sharing good practise and updates. -Focus on core mechanisms: building knowledge, motivating staff, developing teaching techniques, embedding practice - Writing and Maths as focus (SIP) - Evidence collated and analysed in Arbor 	<p>Evidence shows that high quality CPD for teachers has a significant effect on pupils' learning outcomes and is a cost-effective way of improving pupil outcomes.</p> <p>EEF report – Effective professional Development</p>	3
<ul style="list-style-type: none"> - Enhancing teaching and learning practice using technology. - Participation Microsoft Showcase School programme - Weekly implementation of LYFTA assemblies using planned sequence. - Access to Trust equipment as scheduled. - Shared access to school-based devices with prioritised access for those who may not have access at home. 	<p>Clear implementation planning that considers both access to technology and the pedagogical rationale for the use of technology increases the impact that it will have. As a supplementary tool, technology helps teachers model in new ways. It can be motivating and engaging for pupils and has the potential to increase the quality and quantity of practice pupils undertake inside and outside the classroom.</p> <p>EEF – Using Digital Technology to Improve Learning</p>	4

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

Budgeted cost: £16,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Embedding the Time to Talk programme to improve listening, attention, interaction and vocabulary skills, targeting disadvantaged & vulnerable pupils who require additional support 	<p>There is strong evidence that shows oral language interventions are inexpensive to implement with high impact on reading. These interventions can include 1:1, small group activities and high-quality classroom discussion and explicit teaching of vocabulary,</p> <p>EEF – Oral language interventions</p>	1
<ul style="list-style-type: none"> - Additional KS1 phonic sessions targeted at disadvantaged & vulnerable pupils who require additional support 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>EEF - Phonics</p>	2
<ul style="list-style-type: none"> - KS2 whole class and targeted additional sessions for reading fluency targeting disadvantaged & vulnerable pupils who require additional support 	<p>Evidence shows that developing pupils' language capabilities supports their reading and writing and that fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>EEF - Improving Literacy in Key Stage 2</p>	1, 3
<ul style="list-style-type: none"> - KS1 and KS2 whole class and targeted additional sessions for maths fluency (number bonds / times tables) 	<p>Evidence demonstrates that children need to have a firm grasp of fundamentals so that their working memory is not overloaded when undertaking more complex mathematical tasks. Fluency in mathematics includes being able to recall and use concepts, knowledge and skills, so that these can be drawn upon and applied as needed, such as the relationships between numbers (including number bonds and multiplication tables)</p>	3

	Mary Myatt – The Curriculum: Gallimaufry to Coherence EEF – Improving Mathematics in EY and KS1 EEF – Improving Mathematics in KS2 and 3	
- Embedding of Fresh Start in KS2 to support those pupils who have not yet embedded key skills involved in decoding test	Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. EEF - Improving Literacy in Key Stage 1 DfE - Reading Framework EEF - Improving Literacy in Key Stage 2	1, 3
- Implementation of SALT intervention learning support assistant role to provide consistent high quality SALT support to pupils with early language needs	There is strong evidence that shows speech, language and vocabulary interventions are inexpensive to implement with high impact on outcomes. These interventions can include 1:1, small group activities and high-quality classroom discussion and explicit teaching of vocabulary. EEF – Oral language interventions EEF - Phonics	1

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Support from RWI development leader and Phonics lead for parents.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF – Parental Engagement EEF - Phonics	2
- Improving the range of supports available for children,	Evidence linking childhood experiences of containment and	5

<p>families and staff in ensuring social and emotional literacy and wellbeing, including enhancing engagement for families with school.</p> <ul style="list-style-type: none"> - ELSA and family support worker in place, liaising with SLT / DSLs / SENCo /PP Lead to target support for pupils. - FSW/ELSA available in playground before school and at lunchtimes to enhance accessibility for pupils and families. 	<p>reciprocity as well as social and emotional skills with improved outcomes (including academic performance, attitudes, behaviours and relationships) both at school and in later life.</p> <p>EEF – Parental Engagement EEF – Working with parents to support Children's Learning</p>	
<ul style="list-style-type: none"> - Embedding principles of good practice set out in the DfE's Improving School Attendance advice. - Led by Attendance Officer and engagement of EWO, supported by admin assistant. - Regular meetings between AO and EWO to monitor attendance. - Admin support monitors attendance daily and track PA for focus children. - Updated clear, staged escalation process and rigorous monitoring in various stages to identify patterns. <p>Initial stages include a phone call, followed by staged letters outlining expectations and meetings with the Headteacher. The EWO may be involved with persistent absenteeism with the final stages involving court fines.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<ul style="list-style-type: none"> - Financial support for families of PP pupils for curriculum-based trips and access to uniform via school office as well as priority access to school-run after school clubs. 	<p>Pupils from disadvantaged families have often had less access to wider contextual / hinterland experiences than their peers – this will impact in their understanding of</p>	5

	learning opportunities across the curriculum.	
--	---	--

Total budgeted cost: £93383

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 2024 to 2025 academic year.

During the 2024/2025 academic year, we conducted a comprehensive review of the progress and attainment of disadvantaged pupils using a range of data sources, including KS1 and KS2 performance outcomes, phonics screening results, the Multiplication Tables Check (MTC), and internal teacher assessments.

Those eligible for pupil premium funding performed lower compared to overall pupil performance. School-level data indicates the following with pupil premium outcomes shown in blue:

72.2% achieved expected standard or above in Reading **(49.1%)**

66.8% achieved expected standard or above in Writing **(41.5%)**

71.6% achieved expected standard or above in Maths **(49.1%)**

88.7% achieved 15+ on the Year 4 MTC **(84.6%)**

68.2% achieved Good Level of Development in the Early Years Foundation Stage **(50%)**

84.2% achieved a pass standard in the Year 1 Phonics Screen **(83.3%)**

It is important to acknowledge that the analysis of outcomes for disadvantaged pupils is influenced by the small cohort size and the high proportion of pupils with Special Educational Needs (32%, or 18 out of 56, of the Pupil Premium group).

To ensure equitable access to enrichment and targeted support, we closely monitored participation in additional provision. All disadvantaged pupils accessed at least one of the tracked interventions, which included:

- Emotional Literacy Support (ELSA)
- Play therapy
- Physical development programmes (e.g., Big Moves)
- Self-regulation strategies (e.g., Sensory Circuits)
- Lunchtime and after-school clubs
- Sports events

Key highlights include:

- 55% (31/56) participated in a sports event or club
- 79% (44/56) attended a lunchtime club at least once

- 25% (14/56) accessed the Household Support Fund for hygiene or food bank resources
- 23% (13/56) held youth leadership roles such as class ambassador, playground leader, or digital champion

Feedback from pupil voice activities suggests that disadvantaged pupils feel happy and safe at school, can articulate their interests and trusted adults, and report that their needs are being met effectively.

While behaviour across the school remains excellent, we continue to observe ongoing needs related to wellbeing, family support, and mental health among disadvantaged pupils. Pupil Premium funding has been used to sustain wellbeing initiatives, including:

- 30% (17/56) of pupils accessing regular ELSA support
- 50% (28/56) receiving ad-hoc pastoral care as needed

The impact of the implement attendance strategies show that persistent absenteeism across the school declined from 9.2% in 2023/24 to 8.1% in 2024/25, due to robust tracking and swift interventions. Overall attendance for Pupil Premium pupils increased slightly from 91% in 2023-24 to 91.4% in 2024/25 and case-by-case analysis for individuals shows positive improvements in attendance. However, pupils in receipt of Pupil Premium funding still have a lower overall attendance rating compared to non-pupil premium pupils (96.5%). It is worth noting that a small number of identified complex cases, managed through the school's absence monitoring process and addressed with direct communication with families, had a disproportionate impact on the group average.

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
none	-

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

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding further effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Further development of CPD / TDT offer for teachers and support staff to ensure staff CPD is of high quality
- Liaison with local organisations to support families, including hygiene bank, food bank, local church organisations, family support networks.
- Utilising grant funding from other sources and links with charitable organisation to support equitable access to technology for all pupils, both at school and at home.
- Engagement with Microsoft Showcase Schools programme to develop best practice in the use of technology to enhance learning for all.

Planning, implementation, and evaluation

- In reviewing the pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.
- We triangulated evidence from multiple sources of data including available assessments, learning walks, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours, which continues to support our intention to focus on vocabulary, phonics and reading to underpin improving core curriculum attainment and progress.
- We looked at a number of reports, studies, books and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and approaches to inclusion. These inform CPD and coach for staff in an individualised basis as well as staff development goals.
- We used the [EEF's implementation guidance](#) to help us develop our strategy, leading to disadvantaged and vulnerable pupils being the focus of our Raising Achievement Plan (RAP) and teacher CPD & teacher development time (TDT). Progress towards RAP targets is reviewed and evaluated regularly throughout the year, informed by triangulation of evidence regarding pupil attainment and progress.