



Farcet C of E Primary

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Farcet C of E Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Emma Slade
Pupil premium lead	Deputy head Kim Roberts
Governor / Trustee lead	Paul Watling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61838
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£61838

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Foundation (EEF) should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, poor vocabulary acquisition, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing emotionally, impacting on academic achievement. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to meet or exceed national age-related expectations.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision we consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Providing same day boosters focussed on overcoming gaps in learning where appropriate.

- Ensuring that appropriate scaffolding is prepared to enable all pupils to access the broad and balanced curriculum and be successful.
- Support payment for educational visits if needed. Ensuring children have first-hand experiences to use in their learning in the classroom and increased cultural capital.
- Access to Family Link Worker for attendance, parenting and behaviour support.
- Therapeutic provision in place to support mental health and wellbeing for identified pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap between Pupil Premium pupils and their peers
2	Significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
3	Poor levels of vocabulary acquisition and spoken language
4	Lack of cultural capital and learning experiences outside of school
5	Behaviour difficulties within a core group of children

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
Ensure Pupil Premium pupils' attainment is equal to or greater than their non-Pupil Premium peers.	• The attainment gap between Pupil Premium pupils and their peers is narrowed in all year groups. • The gaps in learning for Pupil Premium pupils are identified and addressed. • All staff know who their Pupil Premium learners are and their individual needs.
To ensure that Pupil Premium pupils have the same access/opportunities for learning as the rest of the school.	• All staff know who their Pupil Premium learners are and their individual needs. • All staff have a clear understanding of the pupils' curriculum journeys. • A broad and balanced curriculum is planned for all learners.

	• Pupil Premium pupils receive the same learning diet as their non-Pupil Premium peers. • Monitoring shows that provision for Pupil Premium pupils is meeting their individual needs. • All pupils receive appropriate scaffolds to access an ambitious curriculum. • All pupils to have access to a wide and rich vocabulary which is strategically taught to be remembered.
To continue to provide enrichment experiences for learning that Pupil Premium pupils would not usually experience including trips and extra-curricular.	• Maintained and increased access and participation in wider curriculum opportunities. • To work with families to facilitate access to educational school trips. • An increased number of Pupil premium pupils are attending extra-curricular clubs.

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: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils. • Teach Like a Champion strategies • Subject Leadership training • Reading reconsidered • Writing revolution • Maths – White Rose • Assessment • SALT • Sounds Write Training	EEF Guide to Pupil Premium – tiered approach. Improving the quality of teaching, both the planning and implementation, is almost always supported by high-quality professional development. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1, 2, 3 and 5

• CPD for Teaching Assistants on how to best support the learning of all pupils from Teach Like a Champion	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. The EEF states that schools need to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The research has also shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning 1,6 5 skills, which are associated with improved learning outcomes.	
Continue to develop high quality first teaching focused on feedback, mastery, reading comprehension and metacognition – subject released to lead CPD, coach and mentor Phonics and English leads to embed Sounds Write phonics approach and plan extra phonics sessions to fill gaps English leader to train and monitor Reading Reconsidered practice into all classrooms To procure high quality texts for all pupils to access the ambitious and culturally important DEMAT reading canon to develop understanding beyond children's lived experiences Maths leader to embed mastery of maths approach using White Rose maths and to develop a systematic approach to the teaching of fluency facts. Ensure feedback provided is high quality, this may focus on a task, subject or self-	EEF impact - feedback +7 months, mastery +5 months, phonics +5 months, metacognition +7 months, reading comprehension +6 months.	1, 3 and 4

regulation strategies. It should provide specific information on how to improve. Headteacher and Deputy Headteacher to deliver high quality, personalised, individual coaching sessions for teachers to invest in teachers' professional development, driving improved outcomes for pupils and teacher retention.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured same day interventions are evidence based, high quality and consistently delivered: • TA focused CPD weekly • High quality regular individual reading – Better Reading partnership • NELI (S&L) intervention (Reception) • Qualified teacher to deliver interventions to target children across the school – gaps identified through assessment by class teachers	EEF impact +4 months. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers	1 and 3

	to learning and increase their access to the curriculum.	
Social and Emotional Learning (SEL) • SEL delivered through SCMHS curriculum • Sensory circuits • Wellbeing lessons • Emotional well-being sessions delivered by Pastoral Teaching Assistant. • Planned nurture breaks to provide more times for taught sessions about well-being and citizenship.	EEF impact - +4 months in Primary Schools. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The evidence indicates that there is particular promise for approaches that focus on improving social interactions between pupils.	1, 2 and 5

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

Budgeted cost: £35096.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Link Worker used to work with vulnerable families to improve parental engagement (including supporting homework), attendance and punctuality and facilitate Early Help interventions	EEF impact - +4 months in Primary Schools. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework;	1, 2 and 5

	- the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis.	
To continue to support wider learning opportunities in the curriculum: Opportunities for all pupils to experience the wider world through educational trips, visitors and sports coaches.	Children who are exposed to wider experiences have an enhanced knowledge and understanding of the world. These experiences lead to purposeful writing and raised wellbeing, aspirations and motivation.	1, 4 and 5
Personalised behaviour interventions in place for identified pupils in order to help pupils manage their self-regulation and emotional skills, these may include: - Therapeutic work - Support from Pastoral TA - Support from Family Link worker - Targeted mentoring for children from Salvation Army. Support from LA STEPs Lead, Inclusion Lead and Specialist Teaching Team	EEF impact +4 months. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. (The permanent exclusion rate for pupils eligible for FSM is 0.16, compared to 0.04 for those not eligible. In both cases these rates have decreased in the last year. The suspension rate is also higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.) The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	2 and 5

Total budgeted cost: £67596.23

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 2021 to 2022 academic year.

Assessment data and analysis at Farcet during the 2022 to 2023 academic year shows the following impact:

To address the lack of Speech and Language skills when children start school.

100% of PP pupils achieved the expected level in speaking and listening, attention and understanding by the end of the EYFS

To continue to improve the quality of teaching and learning in Phonics.

New resources have been purchased and scheme in place throughout KS1.

Sounds-Write teaching is embedded withing EYFS and KS1 for phonics sessions and interventions.

Staff will require further training on KS2 Sounds-Write approaches to teaching spelling through polysyllabic word and etymology to further the impact on pupil attainment in spelling and reading.

100% (2 out of 2) of PP pupils achieved the expected level in the Phonics check taken in 2022.

To improve outcomes for target year 2 and year 6 pupils in Reading, Writing and Maths.

Key stage 1:

1 / 5 Met ARE in Reading

0/ 5 Met ARE in Writing

2/ 5 Met ARE in Maths

Key stage 2:

1/3 Met ARE in Reading

1/3 Met ARE in Writing

To ensure Reading is prioritised to allow pupils to access the full curriculum offer.

Reading is an integral part of every lesson with texts planned for whole class or independent reading to further develop reading fluency. The English subject lead has disseminated training for staff on Reading reconsidered and the Writing revolution. The school library has been broken into smaller class libraries which provide children with quality texts for their age.

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
Sounds Write Phonics	Sounds-Write Ltd