Narrowing the gap; unlocking the potential…

**Over view of Pupil Premium Expenditure to 2025 – 26**

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| **Number of pupils and pupil premium grant (PPG) received: Academic Year 2025 / 26** |
| Total number of pupils on roll | 287 |
| Total number of pupils Free School Meal Total number of pupils Ever 6 | £1515 per pupil(7) Year 6 Pupils(25) Pupils(7) New pupils |
| Total Pupils eligible for Armed Services Ever 4 | £340 per pupil(3) Pupils |
| Virtual Headteacher | £0 (2 CiC) |
| Post Looked After  | £2570 per pupil(2) Pupils |
| **Total budget for this academic year** | **£56,305** |
| Publish Date | September 2025 |
| Review Dates | Jan 26 / April 26 |
| Pupil Premium Lead | Andy Walker (Head) |
| Link Governor  | Julie Perry |

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| **Farndon Primary School Statement of Intent** |
| At Farndon Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are as follows:* Remove barriers to learning created by poverty, family circumstance and background.
* Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
* Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
* Develop confidence in their ability to communicate effectively in a wide range of contexts.
* Enable pupils to look after their social and emotional wellbeing and to develop resilience.
* Access a wide range of opportunities to develop their knowledge and understanding of the world.

**Achieving our objectives:** In order to achieve our objectives and overcome identified barriers to learning we will do the following: * Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
* Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
* Target funding to ensure that all pupils have access to trips, residentials, first-hand learning experiences.
* Provide opportunities for all pupils to participate in enrichment activities including sport and music.
* Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals. **Key Principals:** We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class intervention plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults and implement Action for Inclusion plans when appropriate.  |

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| **Our School Context:**  |
| **A.**  | **National Comparisons:** Over the last 3 years, our FSM percentages are considered below average at 13%. Numbers have steadily risen over the last 5 years, with 34 pupils now eligible for the premium expenditure: 88% FSM (or Ever 6) / 6% Armed Services / 6% PLAC |
| **B.**  | **Prior Attainment Groups 2024 - 25** **FSM Premium** These are taken from 28 pupils who started at the school (includes Reception)Reading – 52% low, 42% middle, 6% highWriting – 52% low, 42% middle, 6% highMaths – 52% low, 42% middle, 6% high**2 Post LAC pupils**Reading – 50% low, 50% middleWriting – 50% low, 50% middle Maths – 50% low, 50% middle |
| **C.**  | **External Factors:**  |
| Free School Meal pupils (EVER 6) | 25 | Social care involvement whilst at school | 16 |
| Armed Services Child | 3 | Mental Health Support | 4 |
| Post Looked After (PLAC) | 2 | Special Educational Need  | 7 |
| Child in Care (CiC) | 2 | Attendance  | 5 |
| Young Carer | 1 | Food Bank /Kids Bank Support | 12 |
| **D.**  | **Early Years**: Communication barriers ( speech and attention ) / Moving and Handling (Fine motor control primarily). High Summer birthdays percentages.  |
| **External barriers**  |
| 1 | Social, Emotional and Mental Health | 5 | Attendance and Punctuality  |
| 2 | Gaps in Reading, Writing, Phonics and Maths | 6 | Access to Wider opportunities across the school |
| 3 | High percentage of Low Prior attainment  | 7 | Parental Engagement  |
| 4 | Speech, Language and Communication | 8 | Pupil Self-esteem and motivation  |

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| **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. |
| Achievement in Maths | Achieve outcomes in-line with, or above, national average by the end of KS2 with 70%+ expected and 20%+ higher standard. 100% HA prior attainers achieve depth in Yr6, 5 and 4 and 25% MA prior achieve depth in Yr5 and Yr4.  |
| Achievement in Writing | Achieve outcomes in-line with, or above, national average by the end of KS1 with 70%+ expected and 20%+ higher standard. MA prior attainment group in Yr2 push to 85%+ expected and 20%+ depth.  |
| Phonics Screening  | Achieve at least 85% of pupils in Y1 pass the Phonics Check. |
| Attendance  | Ensure attendance of disadvantaged pupils is at least 96% and in line with other pupils in school. Reduce FSM persistent absence from 26% to a figure similar to National (other pupils).  |

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| **Our Intent for the strategy aims for disadvantaged pupils** |
| **Measure** | **Activity**  |
| **Priority 1: Teaching and Learning*** To improve the quality of good quality first teaching through meta cognition strategies and effective feedback given to pupils in Writing and Maths for all pupils to ensure progress of pupils in line with other pupils nationally.
* To ensure good quality first teaching in order to close the gap in attainment for Writing in KS1 and Phonics for all pupils.
* To ensure good quality first teaching in Maths within KS2.
* To embed the Rosenshine principles within all subjects and to effectively use “quick quizzes” to review prior learning as part of a coherent curriculum.
 | * Staff assess curriculum for pupils below level of age-related curriculum (2 years or more) using the new PIVATs programme and SEND has release time to moderate with staff and to identify effective next steps targets which are shared in books.
* Further embed school’s Feedback policy and formative assessment strategy through sharing of best practise and mentoring.
* Staff have appraisal targets in pedagogical approach (Learn section).
* Appropriate training identified for staff based on effective pedagogical approach and adaptive techniques.
* Teachers who are new to role to receive CPD relevant to teaching of core curriculum subjects
* Additional adult (Teaching Assistant) support in Year 1, 1/2, and 2 for 5 mornings a week in Literacy, Phonics and Maths so to improve the quality of the feedback given; group / hot spot marking / verbal feedback.
* Literacy Leader released Deputy and non-teaching to ensure effective moderation of writing in each class with the teacher to assess and set future targets; always focus of FSM pupils in these sessions.
* Literacy Leader to be supported by KS1 teacher in enhancing quality of reading and writing teaching and curriculum.
* **Early Years**: Additional Teaching Assistant full time so two adults in each room with 22 pupils.
* Staff training for Key Stage 1 using online Phonics hub from RWI for the teaching of phonics using Read Write Inc and for early reading.
* Purchase phonics hub and reading resources for the RWI scheme.
* Promote love of reading with Mystery Readers and Reading Journals.
* Promote love of reading by delivery of training to staff via Literacy Lead and also encouraging promotion of reading via training from Education Library Service and developing purposeful and attractive reading areas in classrooms.
* Literacy leaders to look at initiatives which develop reading communities within school, and enhance children’s love of books.
* Additional teaching support to be identified to support reading with the purchase of a new reading scheme within Key Stage 2.
* New scheme purchased for Key Stage 2 for Grammar and for writing.
* Classroom computers made permanently available in all classrooms to allow children to engage with additional intervention programs such as Read Theory, Nessy and TT Rockstars.
* Release time for Phonics leader and school leaders to monitor phonics weekly and an adults de-brief each week and for 4 assessment windows.
* Training for Maths scheme – Power Maths and further training in reasoning and problem solving.
* Use of Planpannion as a consistent approach to extending maths learning to be provided throughout whole school.
* Maths SL to identify powermaths training which supports mixed year group teaching for staff teaching mixed classes.
* PP Lead given 1 hour a week to monitor attendance and be an academic mentor for UKS2 pupils using the Adventures in Metacognition which will help pupils “learn how to learn”.
* PP Lead also given time to meet with teachers and discuss individual needs of each class’ PP children and identify support and resources necessary to enable them to reach their full potential.
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| **Priority 2: Intervention*** To effectively support the lower 20% of pupils in their maths, reading and phonics through group intervention and 1 to 1 support.
 | * Train staff in the use of the online resources for teaching in class.
* Identify appropriate training for TAs which focuses on use of effective questioning and assessment for learning to aid intervention support and allow for more effective feedback.
* Money for additional adult support to deliver the Number Stacks intervention. TAs in the Infants and an additional teacher in the Juniors.
* Additional adult employed to deliver phonics 1 to 1 tuition in afternoons.
* Teaching Assistant to work within straight Year 1 full time to support groups of pupils in the teaching of phonics. Then, consistently applied in Literacy.
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| **Priority 3: Wider*** To effectively support pupils with their social and emotional needs.
* To give total access to the curriculum and ensure fully inclusive which positively impacts on pupils’ self-esteem.
* To improve attendance of all pupils but in particular those who are disadvantaged.
* To impact positively on pupils’ self-esteem and learning habits.
 | * School to purchase further on-line training of Trauma enforced practice. Staff then trained in this approach and behaviour policy changed so in line with the school’s training in attachment.
* Pay for training for TA to train in ELSA.
* Healthbox Counselling for vulnerable pupils.
* Implement Happy Mind curriculum.
* Share with parents an attendance pamphlet. Personalise FSM one which includes targets for their attendance.
* Attendance champion to send “nudge” texts for attendance where in monitoring phase.
* PP Lead to monitor disadvantaged pupils’ attendance once every 2 weeks.
* Attendance champion to closely monitor attendance and set tighter targets as part of an attendance panel meeting which leads to fines should these targets not be met.
* To purchase additional Educational Psychologist time for premium pupils needing external agency support.
* Mental Health lead ½ day release each week to organise support such as SHINE group, therapy dog and counselling and to lead sessions herself through anxiety gremlins or drawing therapy.
* Mental Health lead to conduct EBSN work with identified pupils.
* Mental Health week organised across whole school for February.
* To identify effective after school clubs which will support nurture, social and emotional enrichment of pupil premium children, for example Ditzy Rose, Minecraft, Cookery club, gardening club etc.
* SENDCO to continue to enhance use of Zones of Regulation within school.
* Purchase of uniform for low income families including 1 set of polo / jumper / PE shirt, jumper and book bag.
* Use of premium to pay for trips, sports clubs and residentials and additional opportunities for enrichment activities identified such as Young Voices in Year 4.
* Improve the curriculum for the wider curriculum to include sticky facts and key vocabulary. ELKLAN teaching assistant to produce “topic” facts sheet to pre learn the rich vocab.
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|  | **Our Implementation Plan for the intended expenditure Academic Year 2025 - 26** |
|  | **Quality of Teaching****Action** | **Intended Outcome** | **Evidence and rationale for this choice** | **How ensure implemented well** | **Staff Lead** | **When will review** | **Cost** |
|  Priority 1  Priority 2 | To continue to deliver a mastery curriculum for the teaching of Mathematics and English through excellent pedagogical approach, formative assessment procedures, and adaptations made so it is accessible to all pupils. **External Barriers:** 2 and 3 | All children including PP children at Farndon will continue to reach or exceed the expected standard in Reading. In Maths for KS2, expected standard at least in line or above national and as a minimum above 70%. For higher standard, in line with national and 20%+In writing, continue to improve with expected standard up to 70%+. PP children exceed other pupils nationally for the expected standard and the in school gap is closed (or closing).  | In KS2, PP children at Farndon were below other pupils nationally in Maths and there is an in school gap in Writing and Maths. In KS1, PP children in Writing and Reading are below other pupils nationally and there is an in school gap. Enhance the good quality first teaching provision delivered through a mastery curriculum using a new maths scheme – Power Maths. Additional adult support can enhance the quality feedback, including on the spot marking, verbal, whole class or in the moment adaptations. Additional adults can also support in the feed forward element of the feedback in the following session.  | Lesson Observations Strategic Planning meetings with AW and all core subject leads Work scrutiny Analysis of in year assessment information.Coaching via the Writing lead through paired moderation meetings. Training identified to support the delivery and feedback of additional adults in classroom. Training for teachers to support use and implementation of meta-cognition/ cooperative learning strategies. CPD to be identified to support newly recruited staff in core curriculum subjectsAll teachers with PLAC children to complete Action plans for Inclusion, identifying strategies for enabling children to fully access curriculum and cater for specific needs – in line with Quality First Teaching. | AW SWED LCTeaching Assistants  | Half termly | £28,000 – teaching assistants in classes for core subjects and smaller class sizes |
| To train all staff in how to seamlessly embed meta-cognition and adaptations within all of their lessons through clear pedagogical approach**External Barriers:** 2, 3 and 8 | Within the EFF, meta-cognition continues to add the most amount of months gained with the smallest outlay. Over the next two years, we intend to work towards the “Learning Without Limits” programme.  | PP Lead and HT trained in Meta-cognition principles. Forms part of all staff’s appraisalsAudit meta cognition across school and tailor CPD to address gaps. Learning walks focused on certain elements of pedagogical approach. Thinking schools app for self-esteem and learning behaviours with an academic mentor for PP pupils in KS2. Embed prior learning assessments through “quick quizzes” relating to fluent in five policy.  | EDAW | Termly | £750 Suite of training “Learning Without Limits”£450 sign up to Walkthrus online training.  |
| To establish a clear intent and implementation for the teaching of writing across the school. **External Barriers:** 2, 3, 4 and 7 | The percentage of all children including pupil premium children achieving expected standard in writing will meet national average for other pupils. Progress in line with Other pupils nationally. |  Writing attainment from Year 1 to Year 6 showing expected standard to be in the range of 60% - 65%. This needs to raise to above 70% to reflect the national figure.  | Staff CPD in teaching of Grammar following planpannion. Purchase of scheme for guided reading - Fred’s Teaching. Purchase of writing scheme – Jane Considine Education. Analysis of in year assessment data, completing SOAP assessment page. Lesson Observations Targeted Work scrutiny of identified pupils (including those with PP)Aut / Spr moderation meetings with teacher / DHT for Yr2/Yr 6 and Spr moderation for other year groups.  | SW Writing lead | Termly in Aut / Spr | Reading scheme: £216Writing Scheme: £149 |
| To implement a curriculum for children who are SEND that supports and evidences their progress at their cognitive level.**External Barriers:** 1, 2, 3, 4 and 7 | Assessments against new PIVATs matched to new curriculum will determine personalised next steps to ensure accelerated progress for all learners and specifically learners with special educational needs. | Percentage of pupils with additional funding increased. There are now more pupils with complex SEND across the school as recognised in the last inspection. Diagnostic assessment help us to track the progress and next steps of all children working below ARE and / or who are SEND. This is achieved via PIVATs and Reading Age assessments. Moderation is needed with SEND leader termly.  | Half termly SLT meetings with Interventions SEND leadAnalysis of diagnostic assessment data PIVATs Provision maps and pupil progress meetings Reading AgesLesson Observations of small group interventions as part of EHC plans.  | NP (SEND lead) | Half termly | £7000 for an extra SEND leader non- contact day.  |
| To deliver high quality teaching of Physical Development, early reading and writing within the early years phase through mentoring via leadership colleagues and CPD to ensure good quality first teaching.**External Barriers:** 3 and 4 | School to be at least in line or above national averages for expected standard in Word Reading, Writing and Fine Motor.  | Boys in Fine Motor below national. Word reading and writing in year gender gap with girls significantly better than boys. Additional adult in EYFS so one in each classroom.  | Lesson ObsDives into the Learning JournalsModeration of assessments and next steps targets.  | SWVB | Half termly | £5000**Apprentice TA within EYFS: this will free up experience TA.**  |
|  | **Quality of Intervention****Action** | **Intended Outcome** | **Evidence and rationale for this choice** | **How ensure implemented well** | **Staff Lead** | **When will review** | **Cost** |
| C  **Priority 2**  Priority 2 | To continue to deliver bespoke maths interventions focussing on lower junior pupils and infants. **External Barriers:** 2 and 3 | The percentage of all children including pupil premium children achieving expected standard in maths will meet national average for other pupils. Progress in line with Other pupils nationally. | Numbers Stacks intervention has proved very successful to plug gaps in curriculum.Additional adult provides to staff termly assessments to show progress.  | Analysis of in year assessment data Pupil Voice and Staff VoiceTracking of the intervention.  | LC Maths leadJC Maths leadJenny Rowley | Half termly | £6000 |
| To deliver quality phonics curriculum using Read Write Inc and include targeted support for pupils in early reading and phonics. **External Barriers:** 2 and 3 | The percentage of all children including the pupil premium children achieving the pass mark in phonics is above national and at least 85% or above. The average mark is 34 or above.  | School has been below national but there has been and improvement to attainment over the last 3 years.  | Scrutiny every week to ensure consistencyPupil Progress meetingsLearning walks Analysis of in year assessment Pay into online RWI hub for online training and 1 day leader support.  | PA to monitor phonicsPC to deliver phonics everydayLB in class support | Half termly | £3000 additional adult£1950Online RWI support |
|  | **Quality of Wider Strategies****Action**  | **Intended Outcome** | **Evidence and rationale for this choice** | **How ensure implemented well** | **Staff Lead** | **When will review** | **Cost** |
|  | To continue to deliver a comprehensive programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. Achieved through additional Ed Pysch time, Pivatol Practise in behaviour training, ELSA support and Mental Health week. **External Barriers:** 1 and 5 | The mental health needs of our pupils will be met in school irrespective of the socio-economic background of the child. This in turn will maximise the potential for the majority of our pupils to meet or exceed the national average expected standard. | Emotional health and well-being has been highlighted as a barrier to learning and therefore meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes.Use Health Box workshops for mental health week and 1 to 1 counselling where appropriate.Teacher led nurture groupsIdentify enrichment opportunities in the form of school clubs which support nurture and social, emotional health. Mindfulness Program delivered in class. Implementation of Zones of Regulation across the whole school. Forest School and Gardening club.  | Pupil and Parent Voice Assessment data Attendance data analysis Feedback from Health, CAMHS, Ed Pysch and Social Care.TA trained in ELSA | AW / SW Pivatol practice AP Mental health weekNP Ed Pysch timeED – clubsAPNP | Every half term | £1000 ELSA training.  |
| To give pupils access to the full curriculum ensuring we are fully inclusive through support with school uniform, residentials and extra-curricular events. **External Barriers:** 1 and 6 | Attendance to improve to above national average for all groups of pupils. Those pupils defined as disadvantaged have levels of absence and persistent absence in line with national figures. A high percentage of attendance is an indicator of good academic attainment and positive attitudes to learning and high self-esteem.  | Attendance has dipped broadly in line with national since COVID and wad 94.6% last year. Persistent absence halved compared to previous year – down to 10.79% and this needs to be embedded. AW and SK to review attendance for school weekly to send “nudge” texts, send letters and organise attendance panel meetings. Where not effective, issue fines. Music tuition for Year 6 to continue the strings lessons. Participation in sports clubs before and after school.  | Regular weekly meetings with Safeguarding Team supporting attendance. Analysis of attendance data. | AHSW / AW | Attendance checks every 3 weeks Clubs termly.  | £3000 for costs of clubs / trips / uniform   |
| Total Expenditure of money for the strategic plan for 2025 - 26 | **£56,465** |