

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	South Farnham School
Number of pupils in school	842
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Esther Whitbourn
Pupil premium lead	Esther Whitbourn
Governor / Trustee lead	George Kendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,105
Recovery premium funding allocation this academic year	£4,785
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	£56,890

Part A: Pupil premium strategy plan

Statement of intent

- Here at South Farnham we intend that all pupils, irrespective of their background or the challenges they face, make accelerated progress and achieve high attainment across all subject areas.
- We aim to encourage, inspire and motivate all of our pupil premium pupils to develop a lifelong love of learning.
- We aim to enable all children to access our broad and balanced curriculum and enrichment to maximise their cultural capital.
- We ensure interventions and support are targeted to improve progress.
- We recognise that 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.
- All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The targeted and strategic use of pupil premium funding will support South Farnham School in achieving our aim of helping all our pupils achieve their full potential at KS1 and KS2. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life.

Challenges

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

Challenge number	Detail of challenge
1	Access to interventions and time available for all groups/individuals.
2	Social and emotional needs and maximising access to ELSA support for vulnerable groups.
3	Low expectations of engagement / access.
4	Impact of Covid restrictions and school closures -Breadth of opportunities limited last year: reintroduction needs to be supported. -attainment due to school closures/ lack of engagement

5	Adequate time for staff professional development, access to training, timetabling and resource management.
6	Staff training required for new staff and staff who missed opportunities due to COVID.
7	Engaging families requiring most support.

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>Improve the % of PP children achieving greater depth by the end of the year. Focus adult intervention on children who are identified through aspirational KS2 targets.</p> <p>Cross-referenced in 2019-2020 SDP: From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in.</p>	<p>Through teaching and feedback, we have promoted metacognition and self-regulation by all children. Metacognition project to continue 21-22. PP chn have been included in additional group teaching by highly experienced teachers even during lockdown (Jan 2021) – this has prevented these children from falling further behind. Coaching and in-class support has improved teacher's confidence with metacognition in supporting the more able. Half termly data and pupil progress meetings reflect improvement in % of PP children achieving greater depth by the end of the year.</p>
<p>Disadvantaged children who have been identified make accelerated progress. % of PP achieving in line/ exceeds non-pupil premium data. Improved Speech and Language skills across EYFS (leading to an improvement of PP children meeting by the end of reception). Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up. Improvement in PP outcomes in KS1, SPAG and writing. Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>Evidence based interventions including precision teaching have been introduced throughout the school. These resources have been used well to impact as many children as possible. In year 1, targeted support for phonics and reading has raised attainment of PP children. Targeted children passed phonics screening by the end of Year 2. End of year data and pupil progress meetings reflect % of PP achieving age related expectations is in line with non-pupil premium data. EYFS results July 2021 reflect an improvement of PP children meeting age related expectations. PP outcomes in KS1 SPAG and Writing were in line with their peers but improvement was impacted for all by school closures.</p>

<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p> <p>School attendance rates to exceed that of the national average for primary schools (96%). Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities.</p> <p>Children from vulnerable groups make accelerated progress to close the gaps left from COVID-19 school closures.</p>	<p>Pupil progress meetings formalised. SENDCo and assessment leads have monitored data throughout the year – this data has shown children from vulnerable groups making accelerated progress to close the gaps left from COVID-19 school closures.</p> <p>Attendance was greatly affected by continuing school closures but PP children made up a large proportion of the vulnerable group who attended throughout and others who could not attend were contacted regularly by class teachers, intervention teachers and SLT – this helped to maintain engagement and progress throughout.</p>
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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: £ 36,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Extended mentoring process to be implemented using the year leads, ELT and SLT. - Rigorous School Effectiveness Programme to continue to support all staff through regular observations. - Implement ECF training and provide high quality CPD through our work as a Teaching School Hub. - Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process. 	<p>Disparity between attainment of PP and non PP children in average scaled scores.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>ECF underpinned by strong evidence base as referenced in pages 26-42 of The Early Career Framework</p>	1,2,3,4
<ul style="list-style-type: none"> - Rigorous School Effectiveness Programme to continue to support all staff through regular observations. - Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process. 	<p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research,</p>	1,2,3,4

<ul style="list-style-type: none"> - Provide staff at all levels with high quality CPD through our work as a Teaching School Hub (including facilitation and delivery of ECF and new NPQs). - <i>Continue to lead on Metacognition project with a focus on metacognition of reading.</i> 	<p>being very low cost and high impact. EEF guidance report : <i>Effective Professional Development</i></p> <p>Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupil's achieve highly.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Mentoring and training by subject leaders to support class teachers in providing appropriate challenge and GDS opportunities. - Within Year 6, targeted support led by teachers/TAs to focus on high attaining pupils. - Class teachers, during pupil progress meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning sequences where necessary. - Train school staff on use of FFT Aspire to support data analysis. - SENDCo and SLT to review provision half termly and feedback to year leaders. 	<p>Research based interventions (e.g. AcceleRead, AcceleWrite, Jump ahead, Precision Teaching etc.) address specific needs</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference</p> <p>EEF <i>Teacher Feedback to Improve Pupil Learning</i></p>	1,5,6
<ul style="list-style-type: none"> - Train school staff on use of FFT Aspire to support data analysis. - Pupil progress meetings to be used in conjunction with school wide data analysis programme to identify needs and map provision effectively. - SENDCo and SLT to review provision half termly and feedback to year leaders. 	<p>Research based interventions (e.g. AcceleRead, AcceleWrite, Jump ahead, Precision Teaching etc.) address specific needs</p> <p>Quality first teaching is especially significant for</p>	1,5,6

<ul style="list-style-type: none"> - EYFS to be included in whole school data analysis and pupil progress programme to allow for planning for provision especially in preparation for end of year 1 phonics check. - Continue to provide provision of Focus Groups and small group intervention 	<p>children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference</p> <p><i>EEF Early Years Toolkit</i></p> <p>It is estimated that the socio economic attainment gap will grow by 11% and 75% as result of school closures. Median estimate is that the gap will widen by 36%. This will more than reverse the progress on narrowing the gap seen over the last decade. It is projected that the gap will widen most in maths and for younger children and the gap in language is likely to widen. The EEF reported that It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place.</p> <p>Research by the EER (Educational Effectiveness Research) shows that small group tuition is effective due to greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Review extra-curricular and enrichment engagement as part of termly pupil progress meetings. - Encourage uptake for extra-curricular activities by class teachers and year leaders. - Opportunities for enrichment made available to children eligible for PP especially those who are more able. - Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary. - Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, ELT, SLT and SENDCo. - Continue to maintain lines of communication established during lockdowns (20/21). 	<p>EEF guide to pupil premium 2021.</p> <p>It is estimated that the socio economic attainment gap will grow by 11% and 75% as result of school closures.</p>	1,3,4,7
<ul style="list-style-type: none"> - Rigorous programme of personalised learning to include ELSA interventions. - Review social and emotional needs in year group meetings each week. - SENDCo to monitor ELSA uptake. - Reintroduce 'The Den' following COVID restrictions. - Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, ELT, SLT and SENDCo. - Continue to maintain lines of communication established during lockdowns (20/21). 	<p>Research based interventions (e.g. AcceleRead, AcceleWrite, Jump ahead, Precision Teaching etc.) address specific needs</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference</p> <p>EEF Guidance: <i>Improving Social And Emotional Learning In Primary Schools</i></p>	1,2,3,4,7,8

Total budgeted cost: £ 69,533

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.

Aim	Outcome
<p>Improve the % of PP children achieving greater depth by the end of the year focus adult intervention on chn who are identified through aspirational KS2 targets. Cross-referenced in 2019-2020 SDP: From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in</p>	<p>Through teaching and feedback, we have promoted metacognition and self-regulation by all children. Metacognition project to continue 21-22</p> <p>PP chn have been included in additional group teaching by highly experienced teachers even during lockdown (Jan 2021) – this has prevented these children from falling further behind.</p> <p>Coaching and in-class support has improved teacher's confidence with metacognition in supporting the more able</p> <p>Half termly data and pupil progress meetings reflect improvement in % of PP children achieving greater depth by the end of the year and high prior attaining pupils achieved GDS in identified subjects in end of year testing.</p>
<p>Disadvantaged children who have been identified make accelerated progress.</p> <p>% of PP achieving ARE is in line with/ exceeds non-pupil premium data.</p> <p>Improved Speech and Language skills across EYFS. Leading to an improvement of PP children meeting/ ARE by the end of reception.</p> <p>Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up.</p> <p>Improvement in PP outcomes in KS1, SPAG and writing.</p> <p>Use resources effectively to provide targeted additional support for PP children with SEN</p>	<p>Evidence based interventions including precision teaching have been introduced throughout the school. These resources have been used well to impact as many children as possible. In year 1, targeted support for phonics and reading has raised attainment of PP children.</p> <p>Targeted children passed phonics screening in year 1 and 2. End of year data and pupil progress meetings reflect % of PP achieving age related expectations is in line with non-pupil premium data. EYFS results July 2021 reflect an improvement of PP children meeting age related expectations.</p> <p>PP outcomes in KS1 SPAG and Writing were in line with their peers but improvement was impacted for all by school closures.</p>

<p>Use resources effectively to provide targeted additional support for PP children with SEN</p> <p>School attendance rates to exceed that of the national average for primary schools (96%) Children from Vulnerable groups better represented in school trips, enrichment visits and extracurricular activities.</p> <p>Children from Vulnerable groups make accelerated progress to close the gaps left from COVID 19 school closures</p>	<p>Pupil progress meeting set up across the school for KS1 and 2</p> <p>It was not possible to fully monitor PP attendance during additional school closures but extra provision was put in place to support PP children to access online learning</p> <p>Use of internal data showed accelerated progress of vulnerable groups including pp</p>
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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

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?	Many service pupil premium chn were identified as MA or as Core capable of reaching GDS with extra intervention. Therefore, we allocated some of the funds to GDS interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Increased GDS and value added for service chn.

Further information (optional)

The range of provision:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target gifted and talented children with PP to help them exceed age-related expectations.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.
- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities and access support
- *Extra-curricular and enrichment provision.* This may include:
 - Small group literacy/numeracy support.
 - Use of nurture groups.
 - Support for enrichment activities and educational visits.
 - Use of specialist learning software.
 - *Links with parents.* We hope to develop parental engagement and aspirations.
 - *External services.* Where the need arises we may use pupil premium funding to buy in additional psychological and welfare services to support these children and their families.

What is available for children with pupil premium at South Farnham School?

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by highly experienced teachers.	<p>Disparity between attainment of PP and non PP children in average scaled scores. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being</p>	<p>All teachers following the school teaching and learning policy Most experienced outstanding teachers planning and delivering additional focus groups Book scrutiny School Effectiveness programme Data analysis (including vulnerable groups)</p> <p>Techniques for metacognition in reading implemented- Text</p>	<p>Year leaders</p> <p>SLT</p>

	based on extensive research, being very low cost and high impact.	detectives started in KS2.	
Additional 1-1 Support Evidence based interventions Focus group teaching by highly experienced teachers Rigorous programme of personalised learning to include ELSA interventions	Research based interventions (e.g. AcceleRead, AccelerWrite, Jump ahead, Precision Teaching etc.) address specific needs Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference	Pre and post testing to analyse the impact of every intervention. Focus group daily feedback Quality training for support staff School effectiveness schedule Weekly health checks SENDCo to discuss key chn and interventions with ELSA Train additional ELSA Purchase additional laptops to aid in interventions	SENDCo , SLT
Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this document Review provision mapping document to include data and provision in one place.	Assessment lead and SENDCo work with ELT and HoY to ensure a cohesive approach to PP provision and delivery of PP strategy. Less experienced staff have required support in applying data to design interventions.	SENDCo has robust PP register to work with SLT to identify, select and review targeted PP pupils pupil progress meetings completed termly	Assessment lead and SENDCo

<p>Individual attendance awards</p> <p>Continual support and modification of strategies with HSLW if necessary</p>	<p><i>'a child who is absent a day of school per week misses an equivalent of two years of their school life</i></p> <p><i>90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all'</i></p> <p><i>(Hants.gov.uk)</i></p> <p><i>"Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb</i></p>	<p>Continual monitoring of attendance data including vulnerable children.</p>	<p>HT</p>
<p>encourage uptake for extra-curricular activities by class teachers and year leads</p> <p>Opportunities for enrichment made available to children eligible for PP especially those who are more able. Investigate reasons for children not attending school trips especially residents to enable the school to subsidise where necessary</p>	<p>Extra-curricular clubs have been seen to improve children's self-esteem and attainment.</p> <p>It is important that all children have access to entire rich experience of our school.</p>	<p>Continual monitoring of attendance in extra-curricular and enrichment activities with a focus on vulnerable groups.</p> <p>Funding provided where necessary</p> <p>Opportunities for children eligible for</p>	<p>CT, HoY</p> <p>Subject leaders</p> <p>HT</p> <p>SLT</p>

		<p>PP evidenced in the SDP</p> <p>Continual communication with parents to ensure they are aware of the opportunities for their children.</p>	
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