

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	South Farnham School
Number of pupils in school	848
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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	£ 44,033
Recovery premium funding allocation this academic year	£ 3,625
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	£47,658

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 in EYFS and 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 engagement / access.
4	Adequate time for staff professional development, access to training, timetabling and resource management.
5	Staff training required for new and existing staff

6	Engaging families requiring most support.
7	Supporting attendance issues including absence due to medical or mental health challenges.

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 parity in results for writing between Pupil Premium (PP) and Non-Pupil Premium (NPP).</p> <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>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>Use of metacognitive strategies embedded and evidenced in our school effectiveness observations.</p> <p>Group teaching by highly experienced teachers has successfully improved outcomes for both high achievers and low prior attainers identified from vulnerable groups.</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.</p>
<p>Disadvantaged children who have been identified make accelerated progress. % of PP achieving in line/ exceeds NPP data.</p> <p>Improved Speech and Language skills across EYFS (leading to an improvement of PP children achieving GLD 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 are being utilised effectively throughout the school.</p> <p>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 by the end of Year 2.</p> <p>End of year data and pupil progress meetings reflect % of PP achieving age related expectations is in line with NPP data.</p> <p>EYFS results July 2024 reflect an improvement of PP children meeting age related expectations.</p>

	<p>PP outcomes in KS1 SPAG and Writing in line with their peers.</p> <p>All PP passing Year 4 times tables check</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 (target set as >96%).</p> <p>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 successfully impacting provision planning in all year groups.</p> <p>SENDCo and assessment leads have monitor data throughout the year – this data to show children from vulnerable groups making accelerated progress to close the gaps left from COVID-19 school closures.</p> <p>Attendance monitored regularly by SENDCo, assessment leads, Attendance Officer and HT to ensure appropriate support is in place.</p> <p>Attendance for key children improved.</p>

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: £ 5,750

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. - Continue to provide provision of Focus Groups and small group intervention from most experienced staff. 	<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> <p>Using Pupil Premium: guidance for school</p>	1,3,4,5

	leaders (September 2023)	
<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. - SLT to implement post appraisal whole school review to triangulate and target support most effectively. - Provide staff at all levels with high quality CPD through our work as a Teaching School Hub (including participation, facilitation and delivery of ECF and new NPQs). - Further support for CTs including training and coaching to implement strategies in the classroom to support more able students. 	<p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact.</p> <p>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> <p>Using Pupil Premium: guidance for school leaders (September 2023)</p>	1,2,3,4,5

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

Budgeted cost: £ 37,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Additional teachers providing focus group teaching across Years 1, 2, 3, 4, 5 and 6 - Additional teacher providing support to the most vulnerable (including the most able) in year R. 	<p>Supporting quality first teaching and targeting gaps in learning and a range of learning styles enabling greater than expected progress to close the gap.</p> <p>EEF Teaching and Learning toolkit.</p> <p>Making a difference with effective tutoring (EEF 2022).</p>	1,2,3

<ul style="list-style-type: none"> - Mentoring and training by subject leaders to support class teachers in providing appropriate challenge and GDS opportunities (to include use of metacognition to challenge) - Within KS2, targeted support led by teachers/TAs to focus on high attaining pupils. - Target less able writers who are eligible for PP for writing and language interventions to improve outcomes. - Oracy focus introduced to expand opportunities for all children through the language rich environment. Reflecting SDP 23-24 - Develop use of EYFS area/resources with particular focus on role play areas in classrooms. - Class teachers, during pupil progress meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning and support where necessary. - Implement whole staff use of FFT Aspire to support data analysis. - SENDCo trained staff to support with provision mapping and interventions. - Data for vulnerable groups to be used to inform personalised learning programme throughout the school. - SENDCo and SLT to review provision half termly and feedback to year leaders. - SENDCo, assessment leads and HT to review attendance and feedback to year leaders and support to ensure appropriate support is in place. - In preparation for the year 4 times tables check. <i>23-24 – additional intervention groups implemented to support 25% larger cohort.</i> - In preparation for end of year 1 phonics check, implement 1-1 and small group intervention using Little Leaps. 	<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><i>EEF Teacher Feedback to Improve Pupil Learning</i></p> <p>Using Pupil Premium: guidance for school leaders (September 2023).</p>	<p>1,2,3,4,5,6</p>
<ul style="list-style-type: none"> - Train new school staff on use of FFT Aspire to support data analysis. - Monitor teachers' use of FFT through progress discussions. - Pupil progress meetings to be used in conjunction with school wide data analysis programme to identify needs and map provision effectively. Continue to refine the SLT impact in this process. SLT to attend year group meetings and continue to develop the SLT data review 	<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>1,4,5</p>

<p>with a dedicated member of SLT focusing on PP.</p> <ul style="list-style-type: none"> - SENDCo and SLT to review provision half termly and feedback to year leaders. - Introduce a centralised personalised learning timetabling to allow SENCo and SLT to better monitor the inclusion and attainment of vulnerable groups. 	<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> <p>Using Pupil Premium: guidance for school leaders (September 2023).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Implement use of engagement tracker across the school (including KS1) to monitor all extracurricular engagement and opportunities. - Review extra-curricular and enrichment engagement as part of termly pupil progress meetings. - Target opportunities based on the feedback from engagement tracker, pupil progress meetings and cultural capital questionnaires. - 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. - Reflected in 2023-24 SDP – Support parents with their own subject knowledge so they can better support their children at home (through enhanced provision of parent workshops and information videos). 	<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"> - Share attendance data with all staff and utilise CPOMs to monitor attendance and record intervention to continue (addition of EBSNA tag) - Attendance officer, SENDCo, assessment leads and HT to ensure appropriate support is in place. - Staff to be trained in EBSNA and trauma informed practise to identify need and continue to support children with attendance. 	<p>Working together to improve school attendance (DfE, September 2023)</p>	7,2
<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. - Invite vulnerable children to access 'The Den' or facilitate alternative 	<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</p>	1,2,3,6,7

<p>playtime arrangements to support emotional needs where necessary.</p> <ul style="list-style-type: none"> - Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, ELT, SLT and SENDCo. - Complete training for additional ELSA to support with growing need. - Teaching Assistants to complete training including TA development programme which covers elements of engagement and emotional support. 	<p>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> <p>Using Pupil Premium: guidance for school leaders (September 2023)</p> <p><i>Improving Social and Emotional Learning in Primary Schools (EEF, 2021)</i></p> <p>Making the Best Use of Teaching Assistants guidance report (EEF, 2018).</p>	
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Total budgeted cost: £47,658

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.

Aim	Outcome
<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>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 successfully continued with a focus on reading which supported our development of a phonics programme.</p> <p>PP children have been included in additional group teaching by highly experienced teachers allowing them to make accelerated progress. <i>23-24 – data for vulnerable groups to be used to inform personalised learning programme throughout the school.</i></p> <p>Coaching and in-class support has improved teacher’s understanding of metacognition - <i>further support planned for 23-24 to implement strategies in the classroom to support more able students.</i></p> <p>Half termly data and pupil progress meetings reflect improvements in % of PP children achieving greater depth by the end of the year – <i>23-24 focus on targeting support for writing.</i></p>
<p>Disadvantaged children who have been identified make accelerated progress. % of PP achieving in line/ exceeds NPP data.</p> <p>Improved Speech and Language skills across EYFS (leading to an improvement of PP children achieving GLD 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>Evidence based interventions including precision teaching are being utilised throughout the school. <i>23-24 – centralised personalised learning timetabling to allow SENCo and SLT to better monitor the inclusion and attainment of vulnerable groups.</i></p> <p>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. <i>23-24 – implement 1-1 and small group intervention using Little Leaps.</i></p>

<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>Targeted children passed phonics screening by the end of Year 2. End of year data and pupil progress meetings reflect average % of PP achieving age related expectations is in line with NPP data. <i>23-24 – priority identified for less able writers who are eligible for PP Target these children for writing and language interventions to improve outcomes.</i> EYFS results July 2023 reflect an improvement of PP children meeting age related expectations. <i>23-24 – reflecting SDP 23-24 - Develop use of EYFS area/resources with particular focus on role play areas in classrooms.</i> PP outcomes in KS1 SPAG and Writing in line with their peers. All PP passed year 4 times tables check. <i>23-24 – additional intervention groups required due to 25% larger cohort.</i></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 (school target >96%).</p> <p>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 successfully impacted provision planning in all year groups. <i>23-24 – continue to refine the SLT impact in this process. SLT to attend year group meetings and continue to develop the SLT data review with a dedicated member of SLT focusing on PP.</i></p> <p>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 monitored regularly by Attendance Officer, SENDCo, assessment leads and HT to ensure appropriate support is in place. <i>23-24 – Use of CPOMs to monitor attendance and record intervention to continue (addition of EBSNA tag).</i></p> <p>Attendance for key children has improved. <i>23-24 – Staff to be trained in EBSNA and trauma informed practise to identify need and continue to support children with attendance.</i></p>

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 children were identified as MA or as Core and 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 children.

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 NPP children in average scaled scores.</p> <p>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 based on extensive</p>	<p>All teachers following the school teaching and learning policy.</p> <p>Most experienced outstanding teachers planning and delivering additional focus groups.</p> <p>Book scrutiny.</p> <p>School Effectiveness programme.</p> <p>Data analysis (including vulnerable groups).</p> <p>Techniques for metacognition in reading implemented- Text</p>	<p>Year leaders</p> <p>SLT</p>

	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, AcceleWrite, 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 children 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
HT, Assessment leads and SENDCo meet regularly to discuss attendance and review support in place for individuals.	<i>'a child who is absent a day of school per week misses an equivalent of two years of their school life</i>	Continual monitoring of attendance data including vulnerable children.	HT

<p>Continual support and modification of strategies with HSLW if necessary.</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' (Hants.gov.uk)</i> <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>Encourage uptake for extra-curricular activities by class teachers and year leads. 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.</p>	<p>Extra-curricular clubs have been seen to improve children's self-esteem and attainment. 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. Including introduction of engagement tracker.</p> <p>Funding provided where necessary.</p> <p>Opportunities for children eligible for PP evidenced in the SDP.</p> <p>Continual communication with parents to ensure they are aware of the opportunities for their children.</p>	<p>CT, HoY Subject leaders HT SLT</p>