

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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)	2023-24 2024-25 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	William Wallace (Acting Headteacher)
Pupil premium lead	William Wallace (Acting Headteacher)
Governor / Trustee lead	Hannah Ashford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,520
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	£52,520

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:

- Use improved assessment and attendance monitoring systems to identify need early, respond swiftly, and ensure support is precisely targeted.
- 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	Identifying and responding swiftly to the complex and changing needs of a small but diverse PP cohort, including pupils with SEND and high prior attainers.
2	Strengthening engagement with families who require targeted support to overcome barriers to learning.

3	Addressing social, emotional and mental health needs, including those linked to anxiety, EBSNA, and mobility.
4	Improving attendance for vulnerable pupils through early identification and consistent intervention.
5	Ensuring staff have sufficient access to high-quality, evidence-informed CPD to meet the needs of disadvantaged learners.
6	Supporting children from armed forces families to manage transitions, emotional wellbeing, and learning 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
Improved attainment and progress for Pupil Premium pupils across the curriculum	End-of-year data shows PP pupils make at least expected progress from starting points across EYFS, KS1 and KS2. Attainment in writing and mathematics is broadly in line with, or exceeds, Non-Pupil Premium pupils. Gaps identified from baseline assessments are reduced over the academic year.
Increased proportion of PP pupils achieving greater depth, particularly high prior attainers	The percentage of PP pupils achieving greater depth in writing and mathematics increases compared to 2024–25. Identified high prior attaining PP pupils maintain or improve attainment and achieve GDS in at least one core subject. Monitoring evidences consistent challenge through small-group teaching and classroom provision.
Improved outcomes for PP pupils with SEND through targeted and evidence-based support	PP pupils with SEND make measurable progress against individual targets. Intervention reviews show positive impact and reduced gaps from baseline. Evidence-based interventions are implemented consistently and reviewed regularly.
Improved communication, language and early literacy outcomes for PP pupils	An increased proportion of PP pupils achieve a Good Level of Development in EYFS, particularly in communication and language. PP pupils achieve the expected standard in the Year 1 phonics screening check, with effective catch-up by the end of Year 2 where required. KS1 writing and SPAG outcomes for PP pupils are in line with peers.

Improved attendance, engagement and wellbeing for PP pupils, including service children	Attendance for PP pupils is at least in line with national averages and improves for identified pupils. Persistent absence among PP pupils is reduced. Pupil voice, attendance and engagement data indicate improved wellbeing and sense of belonging, including for pupils accessing Military Mates provision.
Improved identification, monitoring and responsiveness to need for PP pupils	Assessment and attendance data is reviewed at least half-termly using the new MIS. Pupil progress meetings result in timely adjustments to provision. Clear links are evident between identified need, intervention and impact for PP pupils.

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: £ 7,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online CPD platform focusing on metacognition, adaptive teaching and challenge	EEF identifies high-quality teaching as the most impactful approach for disadvantaged pupils. Online CPD ensures equitable access and sustained implementation	1, 5
Coaching and in-class support for teachers and TAs	EEF: Effective Professional Development improves pupil outcomes when embedded and sustained	1, 2, 5
School Effectiveness Programme and appraisal-linked CPD	Ensures consistently high expectations and quality of teaching for PP pupils	1, 5

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

Budgeted cost: £ 40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group teaching led by highly experienced teachers (EYFS–Y6)	EEF: Small group tuition (+4 months). High levels of feedback, precision targeting and engagement	1, 2
Targeted GDS groups in writing and mathematics	Prevents underachievement of high prior attaining PP pupils	2
Evidence-based interventions (phonics catch-up, AcceleRead, Precision Teaching)	EEF: Targeted interventions most effective when delivered early and monitored	1, 2
New MIS to monitor assessment and progress	Enables early identification of need and sharper provision mapping	1
Half-termly pupil progress meetings informed by MIS	Ensures provision remains responsive and funding impact is evaluated	1, 2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring using new MIS	DfE: Early identification and consistent monitoring improve attendance outcomes	4
Targeted pastoral and ELSA support	EEF: Social and Emotional Learning improves engagement and attainment	3
Military Mates (Service PP provision)	Supports emotional wellbeing, peer connection and continuity for service children	6

Total budgeted cost: £52,520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching (High-quality teaching)

A strong focus on high-quality teaching improved outcomes for Pupil Premium (PP) pupils across the school. Targeted professional development, including coaching and in-class support, strengthened staff confidence in the use of metacognitive strategies and effective challenge for more able pupils. As a result, parity in writing outcomes between PP and Non-Pupil Premium (NPP) pupils improved across KS1 and KS2, with attainment broadly in line with peers. Greater depth writing opportunities were embedded consistently, supporting high prior attaining PP pupils to maintain or improve end-of-year attainment.

Targeted Academic Support

Targeted interventions were implemented effectively to address identified gaps and raise attainment. Aspirational KS1 and KS2 targets were used to identify PP pupils requiring additional challenge, with focused adult-led support contributing to an increase in the proportion of PP pupils achieving greater depth, particularly in mathematics. Evidence-based interventions, including precision teaching, supported accelerated progress for pupils with SEND and other vulnerable groups. Targeted phonics provision ensured PP pupils achieved the expected standard in Year 1, with effective catch-up in Year 2. All PP pupils successfully met the Year 4 multiplication tables check.

Wider Strategies

A whole-school focus on oracy and subject-specific vocabulary strengthened communication and language development. In EYFS, improved speech and language outcomes contributed to an increased proportion of PP pupils achieving a Good Level of Development. Attendance remained a priority, with whole-school attendance exceeding the national average and meeting the school target of above 96%. Targeted monitoring and support improved attendance for identified pupils. All pupils from vulnerable groups accessed school trips, enrichment activities, and extra-curricular opportunities, supporting inclusion and engagement.

Regular pupil progress meetings and ongoing data monitoring ensured provision was responsive and effective across all tiers, resulting in disadvantaged pupils making accelerated progress and closing attainment gaps.

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, Accel-eWrite, 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>