

Pupil premium strategy statement

Following the constraints that led from the lockdown of schools nationally. PP cohort have widened the gap between their peers. Through remote learning and good communication with pupils and parents, along with the provision of Laptops for disadvantaged pupils, there was evidence of work produced and assessed, however robust and rigorous strategies have been implemented to diminish the difference between PP and all pupils further.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Mary's Farnham Royal C of E Primary school
Number of pupils in school	265 (N – Yr 6)
Proportion (%) of pupil premium eligible pupils	30.6% (81)
Academic year/years that our current pupil premium strategy plan covers	3 years Reviewed 3x per year
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Vania Eaglen
Pupil premium lead	Hannah Weightman
Governor / Trustee lead	Bari Mujeeb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,686.00
Recovery premium funding allocation this academic year (catch up – Please see catch up funding strategy)	£4808.64
Total funding allocation	£105,494.64

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- Disadvantaged pupils to be in line with National average / in line with their peers through accelerated progress.
- Focus on raising attainment through 3 Tiers identified by thorough and detailed research from the EEF

Challenges

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

Challenge number	Detail of challenge
1	Quality of education across whole school
2	Identifying gaps and addressing robust interventions to diminish differences
3	Accelerating Progress in Phonics, Reading, Writing and Maths
4	Embed Sonar Curriculum across the school
5	Wellbeing of pupils and meet barriers of learning

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
Teaching	Effective use of AfL is embedded across the school to ensure targeted progress and diminishing differences across all subjects.
Accelerated progress in Phonics	Pupils in Year 1 exceed National
Accelerated progress in Reading	<ul style="list-style-type: none">• Pupils are in line with National KS1 ARE• Pupils are in line with National ARE and KS2 progress scores
Accelerated progress in Writing	<ul style="list-style-type: none">• Pupils are in line with National KS1 ARE

	<ul style="list-style-type: none"> • Pupils are in line with National ARE and KS2 progress scores
Accelerated progress in Maths	<ul style="list-style-type: none"> • Pupils are in line with National KS1 ARE • Pupils are in line with National ARE and KS2 progress scores
Sonar Curriculum is used effectively	Embedded across the school in order for key skills to a specific subject are achieved independently by all pupils.
Wider strategies	<ul style="list-style-type: none"> • Continue to raise attainment through attendance and PP cohort is above National (96%) • PP families continue to be well supported through liaising with Pastoral Leader to overcome barriers to learning • Wellbeing of pupils is monitored and strategies implemented to encourage confidence and lifelong learning

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: £42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
LEADERSHIP DEVELOPMENT & STAFF DEVELOPMENT of AFL		
Subject Leaders to monitor and assess quality of education across their subject	SMT work alongside foundation subject leaders in order to develop monitoring of teaching providing personalised CPD	<p>Quality of Education is good or better in all subjects across the school</p> <p>Inconsistencies are addressed across year groups</p> <p>Any skills / gaps from previous years are met and scaffolding of learning is monitored</p>
Supporting all staff in order to provide effective and informative AfL	<p>Staff provided with external CPD for quality AfL strategies.</p> <p>Existing good examples of AfL currently across the school are shared with others.</p> <p>All staff have the opportunity to see and share best practice of AfL</p>	<p>Through whole school PM objective, all staff have a focus on monitoring and evidencing AfL through pupil progress and their subject</p> <p>Accelerated progress is evident through individual and group targets specific to pupil's needs</p>
Collaborative working across schools	Linking with current similar primary schools to share best practice.	Staff reflect and improve practice through working with others

	<ul style="list-style-type: none">• Book Scrutiny• AfL evidence Closing the gaps of foundation subjects	Quality of Education is shared and improved with other practitioners.
Leadership development	CPD through courses / external practitioners implemented, through personalised coaching sessions / drilling down to analysing school data	
Support for NQTs	NQT mentor addresses improvements and targets set that are inline with Teaching Standards A range of training is provided and monitored through discussion with Subject leaders / NQT and mentor	
PROVISION FOR SPECIALIST TEACHING		
Specialist Teachers for PPA: Music, MFL and PE	Use of specialist teachers to provide high quality provision and ensure consistency of expectations. Music and PE teaching across the school MFL in Key Stage 2 Opportunity of swimming sessions available	Pupils experience high quality, broad and balanced curriculum in specific areas which link to School curriculum topics. Pupils achieve swimming expectations by end of Key Stage 2
EXTERNAL VALIDATION		
Quality Assurance Visits	Use of external consultancy to provide support and challenge	SIAMS report to demonstrate strong ethos in line with Church of England Government
FEEDBACK AND ASSESSMENT		

Robust and detailed Pupil Progress Meetings	Termly PPM are held to track progress and target pupils for effective interventions	Gaps are identified across the school and teaching interventions are used to ensure rapid progress in all subjects of the curriculum with a focus of RWM
Purchase of online schemes / programmes	Opportunities of additional learning available for pupils to narrow gaps	
Effective AfL implemented	To develop whole school approach in quality targets set	
CURRICULUM		
With the implementation of Sonar curriculum – topics are covered robustly incorporating key skills for relevant subject area through linkage	<p>Extending cultural experiences and opportunity to independently research topics being covered</p> <p>Building on creativity and language skills</p> <p>Bringing curriculum to life by making learning exciting, engaging and relevant</p> <p>Ignite pupils imagination and improve standards across the curriculum subjects</p>	<p>Pupils experience a high quality, broad and balanced curriculum</p> <p>Secure knowledge and understanding of identifying appropriate key skills required</p>

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

Budgeted cost: £35,294.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
BOOSTERS		
SATs booster classes	Focus of Year 2 and 6 booster sessions in order to enhance and develop Maths and English skills through gap analysis	<p>Targeted pupils make accelerated progress in RWM</p> <p>Pupils achieve national average progress scores in Key Stage 2 from their Key Stage 1 attainment scores</p> <p>Tracking pupils achievement is robust in Boosters and rapid progress is achieved from starting points</p>
Small group interventions		
intervention groups are initiated and monitored in Reading, Writing, Maths and Phonics (EYFS / Key Stage 1)	From data analysis and Pupil Progress Meetings gaps are closed rapidly to ensure an effective cycle of interventions implemented	<p>Targets created from PPM / TT statements are addressed and met.</p> <p>Additional phonics sessions and EYFS interventions demonstrate rapid progress of phase groups</p>
READING		
1:1 / small group interventions in Reading	<p>Development of Reading skills at appropriate ARE</p> <p>Key Stage 1 – fluency of reading and decoding</p> <p>Key Stage 2 – Inferring and deducing a text</p>	<p>Pupils identified across the school make rapid progress in reading</p> <ul style="list-style-type: none"> Pupils achievement are in line with ARE Nationally <p>Tracking demonstrates that pupils in interventions make rapid progress from starting points</p>
Targeted use of reading online schemes	Reading Eggs is monitored to demonstrate majority use and progress made	

Library is used effectively and encourages pupils access to select own reading materials	<p>Timetabled for every year group.</p> <p>School Library Service updates books to meet with school needs</p> <p>Inspires lifelong love of reading</p> <p>Increases opportunity of genre children choose to read</p>	
Purchase of materials to enhance quality of Reading Comprehension and Shared reading opportunities	<p>Whole class books relevant to topic / unit for each year group.</p> <p>Photocopies of sections of books to drill down and enhance objectives required</p>	
Decodable books linked to Lightning Squad Phonics Scheme (£750)	Individual decoded books to aid with independent and shared reading where necessary.	
MATHS		
1:1 / small group interventions in Maths	Development of maths skills through delivery of teaching from gaps / misconceptions identified	<p>Pupils make rapid progress in Maths</p> <p>Pupils raise attainment and narrow the gaps identified across the school</p> <p>Pupils are in line with National ARE and Key Stage progress is achieved</p>
White Rose scheme is embedded / Classroom Secrets is set to challenge MA / HA pupils	Maths Leader monitors White Rose / Classroom Secrets across the school and identifies key areas of support	<p>Tracking demonstrates that interventions are rigorous and effective for accelerated progress.</p> <p>Teaching materials are shared with all teachers that set appropriate challenge through leaders support</p>

WRITING		
1:1 / small interventions	Development of writing skills from gaps identified to support meeting TT statements	<p>Children make rapid progress in Writing</p> <p>Presentation of handwriting</p> <p>SPaG targets met in whole piece of independent writing</p> <p>Interventions demonstrate that gaps have been identified and met through interventions</p>
KEY PP GROUPS		
Speech and Language Groups for SEN pupils	Targeted speech and language is identified and strategies implemented	Tracking shows that targeted pupils with SEND are making rapid progress from baseline assessments
SEND support	<p>The progress of targeted pupils with SEND is monitored and tracked / overseen by SENDCo.</p> <p>Appropriate strategies are shared in order to ensure rapid progress</p>	
Appropriate support identified depending on individual needs for NEAL	Targeted support provided through 1:1 / small group sessions by relevant adults	Tracking shows that targeted pupils are making accelerated progress from starting points
EYFS		
1:1 / Small group support	Targeted support provided by relevant EYFS adult following gaps identified in classroom environment or freeflow activities	EYFS pupils make good progress from their on entry baseline assessment

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ATTENDANCE		
Pastoral leader to monitor attendance of pupils	<p>First day calling and follow up on pupils who are absent</p> <p>Targeted parent meetings to follow up on persistent absence</p> <p>Regular review of attendance data</p> <p>Close working and monitoring with families at early identification</p>	Attendance of disadvantaged pupils is above National average
WELLBEING		
A range of robust wellbeing support is in place for individual needs	<p>Weekly pastoral meetings with targeted pupils</p> <p>Where appropriate, regular communication / meetings with parents to provide additional support</p> <p>Pastoral Leader has open door policy to pupils / parents and staff across the school</p> <p>A range of targeted provision is in place and monitored to support pupils wellbeing and social, emotional and mental health needs.</p>	<p>Routines and good relationships are established. Children are able to settle well in class and ready to learn.</p> <p>Families are well supported to overcome barriers of achievement</p> <p>Tracking of pupils identified demonstrates good progress from starting points</p>

ADDITIONAL COSTS		
Additional resources needed and implemented to targeted pupils in order to help self-esteem, confidence and appropriate tools to make progress.	Laptops / Ipads? PE kits Support for uniform Support for trips Tree Tops support	Families are well supported where barriers of purchasing some resources may result in loss of learning. There is financial support through activities in accessing full development of the curriculum including (uniform, educational trips, breakfast / afterschool clubs)

Total budgeted cost: £100,686.00

£4808.64

£105,494.64

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Robust and detailed teaching and learning informed through the National Curriculum and Target Tracker Statements throughout the year.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.