

Pupil premium strategy statement – St Mary’s Farnham Royal School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	256 (N – Yr 6)
Proportion (%) of pupil premium eligible pupils	71 (28%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Shane Broderick
Pupil premium lead	Hannah Warren-Baptiste
Governor / Trustee lead	Paul Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,565
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,565

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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	Enhancing Cornerstones 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
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 ARE and KS2 progress scores
Accelerated progress in Writing	<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 ARE and KS2 progress scores
Cornerstones Curriculum is used effectively	Enhancing curriculum across the school in order for key skills to a specific subject are achieved independently by all pupils. Ensuring that lessons are interactive and engaging for 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: £40,565

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	Quality of Education is good or better in all subjects across the school Inconsistencies are addressed across year groups Any skills / gaps from previous years are met and scaffolding of learning is monitored
Supporting all staff in order to provide effective and informative AfL	Staff provided with external CPD for quality AfL strategies. Existing good examples of AfL currently across the school are shared with others. All staff have the opportunity to see and share best practice of AfL	Through whole school PM objective, all staff have a focus on monitoring and evidencing AfL through pupil progress and their subject Accelerated progress is evident through individual and group targets specific to pupil's needs
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 <p>Closing the gaps of foundation subjects</p>	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 ECTs	<p>ECTs mentor addresses improvements and targets set that are in line with Teaching Standards</p> <p>A range of training is provided and monitored through discussion with Subject leaders / ECT and mentor</p>	
PROVISION FOR SPECIALIST TEACHING		
<p>Specialist Teachers for PPA:</p> <p>Music, MFL and PE</p>	<p>Use of specialist teachers to provide high quality provision and ensure consistency of expectations.</p> <p>Music and PE teaching across the school</p> <p>MFL in Key Stage 2</p> <p>Opportunity of swimming sessions available</p>	<p>Pupils experience high quality, broad and balanced curriculum in specific areas which link to School curriculum topics.</p> <p>Pupils achieve swimming expectations by end of Key Stage 2</p>
Specialist Tutor	Use of tutors from the National Tutoring Programme to accelerate progress.	<p>Misconceptions of pupils is addressed and they can apply this knowledge to learning across the curriculum.</p> <p>Accelerated progress is evident.</p>

EXTERNAL VALIDATION		
Quality Assurance Visits	Use of external consultancy to provide support and challenge Helen Youngman	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 Cornerstones 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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
BOOSTERS		
SATs booster classes	Focus of Year 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 / NC 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>	
Increasing parental engagement.	<p>Parents and carers are invited to read with children – volunteer readers.</p> <p>Invitations into the school for coffee mornings, for example, to provide opportunities to raise the profile of reading.</p>	<p>The profile of reading is raised and the 'love of reading' increases. Children will choose to read more at home.</p> <p>Pupils make progress with their reading fluency and comprehension.</p> <p>Pupils are in line with National ARE and Key Stage progress is achieved.</p>
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	Maths Leader monitors White Rose across the school and	Tracking demonstrates that interventions are rigorous and effective for accelerated progress.

	identifies key areas of support	Teaching materials are shared with all teachers that set appropriate challenge through leaders support
WRITING		
1:1 / small interventions	Development of writing skills from gaps identified to support meeting NC statements	Children make rapid progress in Writing Presentation of handwriting SPaG targets met in whole piece of independent writing Interventions demonstrate that gaps have been identified and met through interventions
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	The progress of targeted pupils with SEND is monitored and tracked / overseen by SENDCo. Appropriate strategies are shared in order to ensure rapid progress	
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 free flow activities	EYFS pupils make good progress from their on entry baseline assessment

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

Budgeted cost: £33,000

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-	<p>Laptops / I pads</p> <p>PE kits</p>	Families are well supported where barriers of purchasing some resources

<p>esteem, confidence and appropriate tools to make progress.</p>	<p>Support for uniform</p> <p>Support for trips</p> <p>Tree Tops support</p>	<p>may result in loss of learning.</p> <p>There is financial support through activities in accessing full development of the curriculum including (uniform, educational trips, breakfast / afterschool clubs)</p>
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Total budgeted cost: £107,565

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 statements, informed planning. Formative and summative assessments continually occurred to address the needs of the children.

Year 1 Phonics Screening Results – Summer 2025

Of the Year 1 PP children (6 in total), there were 50% of the children working at age related expectation.

Of the Year 2 PP children (recheck – 1 in total), there were 100% working at age related expectation.

KS2 SATs results – PP children – Summer 2025

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>SPaG</u>
Working Below ARE	66.6%	89%	66.6%	44%
Working At ARE or above	33.3%	11%	33.3%	56%
Greater Depth	0%	0%	0%	0%

To ensure that SMFR is on target to achieve the outcomes of our strategy for this academic year, 2025-2026, we are continuing to enhance the White Rose Maths Scheme and the Literacy Tree Scheme for Reading and Writing.

Our focus for this academic year is to offer further support and interventions for KS1 children to ensure that they are in line with the results for KS2.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	Bucks County Council

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.