

Pupil premium strategy statement

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	Farnborough Grange Nursery Infant School (Good Shepherd Academy Trust)
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	28% (43children)
Academic year that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs Jenny Cave (Head Teacher)
Pupil premium lead	Mrs Natalie Samuel (Assistant Head Teacher and Inclusion Lead)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	
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	£48,475

Part A: Pupil premium strategy plan

Statement of intent

At Farnborough Grange, we believe that if you get it right for disadvantaged children, you get it right for everybody. Our inclusive culture, with high expectations for all, ensures we maximise opportunities for every child so as to develop confident and successful learners. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum

We aim to achieve this through:

- Having a whole school ethos of attainment for all
- Providing high quality teaching for all, with consistently high expectations across the school linked with regular monitoring, as well as the sharing of best practice
- Meeting individual learning needs by seeking the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs so that children reach their full potential
- Deploying and developing all staff effectively across the whole of the school
- Responding to data and evidence in order to identify pupils' learning needs, review progress regularly and address underperformance quickly with clear feedback provided for all pupils
- Providing clear, responsive leadership with high aspirations from the top down and all staff setting the best example so as to be fully accountable
- Having high expectations for behaviour and attendance
- Providing social and emotional support for not only the children, but their families as well so that they can support their children
- Subsidising payments for activities and education visits ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1.	Communication and language skills are often low upon entry to school.
2	Our assessments show an attainment gap between disadvantaged and non-disadvantaged pupils in the core subjects.
3	Lack of participation in activities which are supplementary to the curriculum by disadvantaged children.

4	Low self-esteem and poor resilience together with poor social skills and emotional literacy of pupils in receipt of PPG funding has a detrimental effect on some of them meaning they find it challenging to engage fully with the curriculum.
5	Some pupils in receipt of PP funding have attendance levels below the school's target.
6	Delayed phonological skills.

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 in the Communication and Language Area of the EYFS	Percentage of pupils in receipt of PPG funding who achieve GLD will be in line with or above peers
Pupils in receipt of PPG funding make expected or accelerated progress in reading, writing and maths relevant to their starting points, especially pupils working beneath the expected standard, due to core skills being in place.	Progress of pupils in receipt of PPG funding is in line with peers from similar starting points. Percentage of pupils in receipt of PPG funding working at GDS and EXS increases. Decrease in the percentage of pupils working beneath EXS.
Children will participate in a range of activities supplementary to the curriculum. This includes regular extra-curricular clubs, as well as termly curriculum enrichment to provide a stimulus for learning.	Increased percentage of pupils in receipt of PPG funding participating in school clubs and trips.
Improved wellbeing which is sustained for all pupils in our school, particularly our disadvantaged pupils	All children will receive regular Forest School provision. ELSA sessions and targeted interventions which are targeted to support children's individual SEMH needs.
Attendance and lateness of pupils in receipt of PPG funding will be in line with or above the school's target of 95%. Home School Link Worker is used effectively to provide resources and strategies for support. This will improve progress, attainment and attitude to learning.	Attendance of pupils in receipt of PPG funding to be in line with or above the school's target of 95%
A systematic synthetic phonics programme is embedded in practice and accelerating progress of all children in phonics.	Percentage of pupils in receipt of PPG funding who pass the phonics screening check will be in line with or above peers.

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: £16475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning support delivered by subject leaders and Inclusion Lead to ensure quality first teaching for all.</p>	<p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching</p>	<p>2</p>
<p>Phonics scheme to be embedded across the school.</p> <p>Phonics Lead to team teach with teachers to ensure high quality phonics teaching for all.</p> <p>CPD for new members of teaching staff to ensure consistency in teaching approach.</p>	<p>The average impact of the adoption of phonics approaches is about an additional 5months' progress over the course of a year. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>6</p>

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language: Parent workshops will be held in order to support the importance of communication and language at home. Use of Language Link and Speech Link personalised interventions to target individual S&L needs.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Targeted individual and group interventions for Reading, Writing and Phonics catch-up in all year groups.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2

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

Budgeted cost: £26500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Embedding principles of good practice set out in the DfE's 'Working together to improve school attendance' advice including:</p> <ul style="list-style-type: none"> - early intervention with parents when 	<p>The DfE guidance 'Working together to improve school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	5

<p>attendance drops beneath 95%</p> <ul style="list-style-type: none"> - regular contact with parents (home school link worker) - innovative and child specific ways to incentivise pupils to attend school - providing information to parents about the importance of school attendance and the impact of not doing so 		
<p>All children across the school to engage in Forest School sessions to support mental health</p>	<p>A recent study looked at the effects of long term forests school programmes on the resilience, confidence and wellbeing of children and “established that long term Forest Schools programmes had positive impacts on children’s resilience, confidence and wellbeing”, showing improvement in key indicators on “self efficacy, persistence, and problem solving skills”, “marked propensity to take risks, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative” and “positive impacts on children’s physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience.”</p> <p>https://nestinthetwoods.co.uk/forest-school-research/</p>	<p>4</p>
<p>Cost of trips/clubs subsidised for children in receipt of PPG funding to encourage participation</p>	<p>After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.</p> <p>Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.</p> <p>https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</p>	<p>3</p>
<p>ELSA/Intervention Groups and targeted support for social and emotional support</p>	<p>Four consistent themes can be noted throughout the literature. Firstly, improvements in managing positive and negative emotions, including their regulation and expression, and increased resilience in challenging situations (e.g. Krause, Blackwell & Claridge, 2020; Mann, 2014). Secondly, increased self-concept, demonstrated through self-esteem and confidence, including self-efficacy in their competence (e.g. Barker, 2017; Edwards, 2016). Also, better quality and increased number of friendships and relationships with family members and teaching staff (e.g. Balampanidou, 2020; Mann & Russell, 2011). Finally, more developed social</p>	<p>4</p>

	and communication skills, such as conflict management (e.g. Ball, 2014; Wilding & Claridge, 2016). https://swindon.mylifeportal.co.uk/media/35258/elsa-research-impact-report-002.docx	
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Total budgeted cost: £48,475

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.

Across the whole school, both children with PP funding and those without, made similar progress for Reading and Maths from their starting points, particularly where they did not have SEN. The gap in writing progress was reduced from last year.

From the Autumn term, KS1 year groups have raised the number of children achieving ARE or above across children with PP funding and those without. A large group of Year 1 children with PP funding also had SEN with EHCPs (or under further assessment). This group made good progress against their targets, but achieved a lower attainment in Reading, Writing or Maths than their peers without PP funding. Children with PP funding in Year 2 have made similar progress in all areas from their starting points as their peers without funding. The percentage of PP children achieving ARE was comparable to those without the funding in Reading and Maths.

Phonics was an area of priority for children with PP funding this year. More children across both year groups in KS1 passed the phonics screening test than last year. Children with PP funding made good progress from their starting points. Systematic Phonics Programme 'Read, Write Inc.' was employed across the school with training for all staff, and regular monitoring for quality of planning and teaching. Where parental engagement was highest in accessing the intervention, it was the most successful.

Book scrutiny showed that children with PP funding, as well as those with SEN, were more independent in their learning by the end of the year.

Attendance has remained a priority as some children with PP funding have isolated more often with positive Covid results. This has improved from last year and the target for attendance was close to being met prior to the final half-term of Summer. Attendance strategies were in place, parent interviews, support offered etc., but the effect was limited by government restrictions in place. Use of the Before and After School Clubs has supported children's attendance where possible.

Listening and Attention QFT and small group interventions (Language Link and Bucket Time/ Lycra) became a priority for children with PP funding in Year R and 1 due to low attendance, disruption to routine and the high number of SEN (and SEN monitored) children in this group. The impact was felt generally in the classroom, with children more independently engaged by the end of the summer term, and small group work showed a better willingness for these children to take turns and listen more constructively. The effect was also supported by the firm expectations of 'The Farnborough Grange Way' and emotion-coaching.

Lack of confidence in communication was identified with a number of children with PP funding across all abilities, affecting engagement with class discussions and understanding subtle social rules in friendship communication. QFT strategies and similar groups were set up to enhance social confidence, self-esteem, verbal turn-taking, and general language skills for these children, leading to better engagement with class learning activities.

Opportunities for accelerated learning in all areas for targeted children were provided, including a wide range of interventions. This enabled a higher number of children to reach ARE (or above) by the end of the summer term, than had started 'On Track' in September.

Trips, events and clubs have started up again this year e.g. Farm visit to school, and cultural capital accessibility will continue to be a priority for next year. Children in receipt of PP funding have become more engaged and confident in learning about topics with this first-hand experience.

SEMH issues have continued to be a priority as disruptions in routine, and end of term anxiety about transitioning due to the continuing reduced ability for practical transition activities. A number of measures were employed for individuals, groups and classes, such as extra transition activities, 'moving on' circle time, mindfulness etc. ELSA support and Lego Therapy was used successfully for individual children, however extra adult time was required to effectively decelerate incidents and put additional support protocols in place.

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
Read, Write Inc.	Ruth Miskin
Language Link	Speech Link