

# Pupil premium strategy statement – Farnborough Grange Nursery & Infant Community School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	25% (44children)
Academic year that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£62,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your <b>school is an academy</b> in a trust that pools this funding, state the amount available to your school this academic year	£62,520

# 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: £32,000

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>Talk for Writing to be introduced as a strategy for teaching of writing</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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	2
<p>Phonics scheme to be embedded across the school.</p> <p>Phonics Coach 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>Working in partnership with White Knights English Hub to improve quality of phonics teaching and outcomes.</p> <p>Purchase resources/books as required to support teaching and home reading.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	6

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

Budgeted cost: £20,490

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&amp;L needs. Appointing an additional LSA to focus on the delivery of specific SALT interventions.</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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>Targeted individual and group interventions for Reading, Writing and Phonics catch-up in all year groups. Appointing an additional LSA to focus on the delivery of specific phonics interventions.</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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	2

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

Budgeted cost: £10,030

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</p>	<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>	5

<p>attendance' advice including:</p> <ul style="list-style-type: none"> <li>- early intervention with parents when attendance drops beneath 95%</li> <li>- regular contact with parents (home school link worker)</li> <li>- innovative and child specific ways to incentivise pupils to attend school</li> <li>- providing information to parents about the importance of school attendance and the impact of not doing so</li> </ul>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	
<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><a href="https://nestinthewoods.co.uk/forest-school-research/">https://nestinthewoods.co.uk/forest-school-research/</a></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><a href="https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap">https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</a></p>	<p>3</p>
<p>ELSA/Nurture/Intervention Groups and targeted support for social and emotional support (including the training of an additional ELSA)</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 &amp; 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</p>	<p>4</p>

	members and teaching staff (e.g. Balampanidou, 2020; Mann & Russell, 2011). Finally, more developed social and communication skills, such as conflict management (e.g. Ball, 2014; Wilding & Claridge, 2016). <a href="https://swindon.mylifeportal.co.uk/media/35258/elsa-research-impact-report-002.docx">https://swindon.mylifeportal.co.uk/media/35258/elsa-research-impact-report-002.docx</a>	
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**Total budgeted cost: £62,520**

## 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 2022 to 2023 academic year.

Progress towards success criteria:

***Percentage of pupils in receipt of PPG funding who achieve GLD will be in line with or above peers.***

21% of children in receipt of PPG achieved GLD at the end of the academic year, compared with 62% of all children. This was mainly due to children not meeting in Communication and Language and writing indicating that further focus needs to be in improving attainment in these areas.

***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.***

End of KS1	Whole school	Children in receipt of PPG
Reading	70%	50%
Writing	51%	21%
Maths	73%	57%

Although the gap in attainment has closed a little, there is still a definite gap between the attainment of PPG and non-PPG. This will continue to remain a focus next year with a particular focus on improving attainment in writing.

***Increased percentage of pupils in receipt of PPG funding participating in school clubs and trips.***

All children were able to attend trips with costs subsidised where needed. The cost of all external clubs eg Premier Sports was also subsidised to ensure that attendance was inclusive for all.

***All children will receive regular Forest School provision. ELSA sessions and targeted interventions are targeted to support children's individual SEMH needs.***

The school now has a fully qualified Forest School Leader. Over the last year, she has led Forest School sessions for all the children – this will continue into the next year. Demand for ELSA support remains high with waiting lists in place. As a result, the school have made the decision to train another member of staff as an ELSA to target and support individual SEMH needs more rapidly.

***Attendance of pupils in receipt of PPG funding to be in line with or above the school's target of 95%.***



The average attendance figure for PPG children was 92%, with 60% of those children achieving 94%+. External support was sought for a child whose attendance dropped extremely low (thus reducing the overall average).

***Percentage of pupils in receipt of PPG funding who pass the phonics screening check will be in line with or above peers.***

59% of children passed the Y1 phonics screening check, with 43% of children in receipt of PPG passing. Of the PPG children who did not pass, 38% have SEND linked to speech and language with provision currently being targeted on meeting these needs.

## 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
Infant Speech/Language Link	Speech Link