



Farington Primary School

3 Year Pupil Premium Strategy

(2022 – 2025)

# Farington Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Farington Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/22, 2022/23 and 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Gareth Hollinghurst (Previous Headteacher)  *Current Headteacher (Allan Williams)
Pupil premium lead	Allan Williams (Headteacher)
Governor / Trustee lead	Paul Clarkson (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97485
Recovery premium funding allocation this academic year	£15030- This is made up of £10,440 recovery premium and £4590 school led tutoring.

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112998

## Part A: Pupil premium strategy plan

### Statement of intent

At Farington Primary School we firmly hold the belief that all children are unique and deserve the very best learning offer and environment that we can provide. We must ensure that provision for all of our children is to the highest standard and especially for those children who are most disadvantaged. We ensure that appropriate provision is made for pupils who belong to any vulnerable group, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed. Providing our children with the necessary skills and attributes so that they can succeed in all aspects of school life and also out in the wider community too.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, our disadvantaged funding is used to support any pupil or groups of pupils the school has identified as being disadvantaged.

At Farington, we place a great emphasis on investing in the improvement of teaching and learning to ensure that our children are taught by highly skilled teachers who receive high quality training that enhances their pedagogy. By providing the best quality first teaching for all, our provision for disadvantaged children and those in receipt of pupil premium will be enhanced.

We aim to supply provision to allow all of our children to achieve their full potential with an increased focus upon the progress, learning and attainment of children who receive pupil premium funding, allowing them to close any attainment gaps to their peers or stretching their abilities further with increased challenge. Quality first teaching is our first aim, and this is also enhanced by targeted, specific interventions and wider support and strategies which will accelerate their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance & Punctuality amongst a small number of children eligible for Pupil Premium effects academic success and progress detrimentally.
2	The present national situation (Cost of living issues) has resulted in a significant increase in the number of vulnerable families, whose situations have changed at home, which may disrupt support at home, or result in changed behaviours at school.
3	A high proportion of disadvantaged pupils leave KS2 behind their peers academically.
4	Many disadvantaged pupils have not had access to the same developmental experiences as their peers.
5	Some children do not arrive at school in a capacity to learn and they do often not communicate in a positive manner about wider life.
6	Social and emotional needs of some disadvantaged children negatively impact on progress rates.

## 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
<p>The attendance of the minority of pupils has increased significantly for all children, enabling them to be at school and to be taught by highly skilled teachers for longer.</p>	<p>Attendance is tracked daily for all pupils. If any barriers to attendance are found, they are tackled through a range of methods. These include, transporting pupils to and from school and improving pupils' level of enjoyment of school.</p>
<p>The school provides effective and ongoing support for children and their families facing challenges as a result of the increased cost of living crisis.</p>	<p>Early help and intervention support remains highly effective at providing children and their families with the guidance, support and care that they need. This helps provide a stable platform for us to build up as practitioners in school.</p>
<p>A wide range of experiences are available for all pupils, especially those who are disadvantaged.</p>	<p>Every child in school has had a visit, visitor or experience every term. Every child in Y4 and Y6 has been provided with an opportunity for overnight trips which provide rich and varied activities. Children have a wider variety of extra-curricular provision, provided both within and after school hours. Classroom experiences are often used to promote learning across the curriculum. Staff have at their disposal a range of resources which they can draw upon to support the planning of quality experiences.</p>
<p>Improved outcomes for disadvantaged pupils at the end of KS2.</p>	<p>Disadvantaged pupils will make at least good progress between Y2 and Y6 and leave KS2 achieving in-line with their peers. Pupils will be tracked closely throughout KS2, and their needs will be met at all times. Children's performance in academic testing and recall activities will demonstrate a secure knowledge of curriculum content over time. Termly moderation meetings for Writing (The Literacy Company) and Mathematics (First4Maths) will ensure expert CPD systems are in place to support staff to deliver ongoing quality learning experiences.</p>
<p>The social and emotional needs of all children will be met daily, allowing for positive learning experiences.</p>	<p>The needs of our children are met in a way that allows them to positively interact with their school experience and gives them every opportunity to succeed. Families engage well with the process and school endeavours to maintain open lines of communication. Children can share their wishes and feelings both formally (following a situation); through planned activities and at any time they need to, and this is dealt with effectively by all Farington staff. This means that children have someone and somewhere to go to if they are not feeling happy. Any children that are in need of further, more complex and specialized</p>

	<p>help will receive this in a timely manner from experts within that field.</p>
<p>Pupils will be ready to learn and communicate positively from the moment the school day begins.</p>	<p>Families have a support platform and are signposted to this provision if in need or new to school. Children attend school regularly, they arrive at school on time, calm and ready to learn and we have removed any barriers to pupils attending school. Any that are discovered, are removed quickly and effectively. Families are supported to parent and educate their children; regular high-quality workshops are well attended.</p>
<p>SEND pupils are supported well in all areas of school life and given the tools and guidance to achieve success.</p>	<p>High quality CPD and ongoing support ensures that all pupils with SEND are understood, and provision is tailored to meet their needs accordingly. The progress of children with SEND is monitored effectively and intervention is provided when needed. Children in need of specific intervention for speech and language are identified early and targeted support is put in place.</p>
<p>Children are ready and prepared for the next phase within their education journey.</p>	<p>Any periods of transition within school are well planned and the needs of all children considered effectively. This allows for a smooth transitional process throughout school and relevant support is provided for both children and families alike. Parents of children who are new to EYFS, new to KS1 and moving to KS3 are supported well. Children who are new to school are identified early if they are eligible for Pupil Premium funding; these children are supported to settle in well. We work closely with a network of local high schools to ensure that information is shared, and support is put in place ready for children moving into KS3.</p>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	High quality and effective teaching and learning benefits all pupils, including those with SEND. School staff must be highly trained using informed research where applicable to be able to build strong, positive relationships and deliver meaningful learning opportunities, including providing effective feedback, which allows pupils to retain key information over time. To support this, a rigorous program of CPD support must be in place, which targets key areas. CPD must build knowledge, motivate staff, develop teaching techniques and help staff to embed strong practice. This includes supporting ECTs, UPS teachers and staff embarking upon NPQs.	3, 4, 5 and 6
Continued roll-out of Soundwrite multi-sensory phonics program and small group teaching.  *Continued training for new staff = £3000	Our continued roll out of the SoundsWrite phonics program provides a clear and consistent approach that allows for strong language development and reading skills. Soundwrite is a highly structured, cumulative, sequential, explicit and code oriented instructional program for teaching all children to read and spell. Our continuation of training support for staff will ensure that all staff in school are trained in the same way and this enables them to teach phonics in a skilled way that allows children’s progress to flourish over time.  <small>Phonics High impact for very low cost based on very extensive evidence</small>	3 and 5
Support for all subject leaders. £2000	Leading a subject area is a challenge and for this to be successful, staff need support and guidance. This support may be from in school or may need to be from outside expertise. Subject leaders are supported well in order to improve outcomes within their subjects across school.	3 and 4
External moderation from The Literacy Company & First 4 Maths.  £4200	Termly moderation meetings with classroom teachers, subject lead and external experts within the English and Mathematics fields (The Literacy Company & First 4 Maths) enhances pedagogy and practice. Ongoing support is given to all teachers for planning, delivery and assessment of the core subject. This continues to support and drive whole school improvement.	3, 5 and 6






Being an inclusive and emotionally intelligent school to aid progress and attainment.	Managing the emotions and mental health of pupils at school has a good impact on outcomes for a relatively low cost. (EEF Toolkit, 2021) This allows for a strong impact and enables staff to interact further and build strong, positive relationships with the children that they teach. This is supported and complemented in school by our pastoral manager and SLT.	2, 3, 4, 5 and 6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with in-school learning support (provided by both	Support within classes which is given in a timely manner is most effective. Therefore, a high	2, 3, 5 and 6

<p>teachers and TAs), ensuring that the specific needs of PP children are met. This will be for all PP pupils, not just those working below National Expectations.</p> <p><b>£46,000</b></p>	<p>proportion of our funding spent on reducing staff ratios within class enabled timely support for children of all abilities.</p>	
<p>Interventions for Year 6 pupils</p> <p><b>£1000</b></p>	<p>Additional booster groups in the run up to the national testing enable all children to revise, revisit and where required, relearn strategies and skills.</p>	<p>3</p>
<p>Provide additional support for children with significant needs. (e.g., Educational Psychology / Speech &amp; Language / Specialist teacher)</p> <p><b>£2600</b></p>	<p>This is to meet needs as they arise by being able to 'buy in' external support as is required. This enables the provision offered to be well informed and timely.</p>	<p>3, 4 and 5</p>
<p>WELCOMM speech and language assessment and intervention tool in place for EYFS.</p> <p><b>£650</b></p>	<p>Early attention is given to spoken language, given the extensive evidence that weaker language skills predict low attainment for disadvantaged children. This is identified early and addressed appropriately through support and intervention.</p>	<p>2, 3, 4 and 5</p>
<p>Access to learning platforms that complement and enhance learning.</p> <p><b>£602</b></p>	<p>Children have access to platforms such as IDL and Times Tables Rockstars to improve their speed and accuracy of recalling key multiplication facts. This is tested in the Year 4 multiplication check and heavily within the Y5 and 6 Mathematics curriculum. This platform is provided alongside quality first teaching. Feedback for the children is instant within these platforms and dictates what is needed to correct and move further forward.</p> <p>Feedback  <small>Very high impact for very low cost based on extensive evidence</small></p> 	<p>2, 3, 4 and 5</p>

<p>Targeted pupils receive 1:1 tutoring as part of the school led branch to the National Tutoring Program.</p>	<p>1:1 or small group tuition will be focused on areas highlighted by pupil performance data. The impact of 1:1 tutoring can be found within the EEF toolkit.</p> <p>One to one tuition  <small>High impact for moderate cost based on moderate evidence</small></p> 	<p>2, 3 and 4</p>
<p>Specific pupils chosen for nurture intervention</p>	<p>Children are targeted to attend nurture intervention for a variety of reasons. This may be things such as low confidence and low self-esteem as this negatively impacts their academic progress. In small group settings, pupils develop their confidence and improve feelings of self-worth, thus improving their academic success.</p> <p>Social and emotional learning  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	<p>3, 4, 5 and 6</p>

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

Budgeted cost: £36,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral Manager /Family support for those children in need, both within class and during break times is provided.</p> <p><b>£28202</b></p>	<p>A significant proportion of our PP children have additional needs, either as a family, or as an individual. Our Pastoral manager therefore plays an important part in supporting children and families with a range of issues. This has been an effective tool historically for us in ensuring children are able to learn, as well as enabling better outcomes at home.</p>	<p>1, 2, 3 and 6</p>
<p>Attendance and punctuality are monitored closely and robustly with families to ensure good attendance and punctuality. Support from LA attendance teams alongside support offered daily within school.</p> <p><b>£1000</b></p>	<p>A small number of PP children have poorer attendance figures, but work completed previously has positively impacted this thus far. Support is given through more frequent contact with family, meetings, TAF meeting attendance and supporting family needs. Children are also collected from home/delivered home on certain occasions. This brings improved with-it increased attendance.</p>	<p>1 and 6</p>
<p>Provide additional subsidies for educational visits and other extra-curricular activities.</p> <p><b>£3000</b></p>	<p>From previous surveys, we established that many of our children, especially those in receipt of PP have very limited life experiences from which to draw from. Therefore, we use part of our PP funding to expand the opportunities available. This is completed through our Enrichment Offer.</p>	<p>2 and 4</p>
<p>Purchase of additional resources as necessary to support learning.</p> <p><b>£500</b></p>	<p>This contingency enables us to provide one-off spending as required on items such as additional uniform, resources as required to enable all children to be included positively.</p>	<p>2 and 4</p>
<p>Replacement or supplementary breakfast.</p> <p><b>£1444</b></p>	<p>Providing children with the necessary substance to have the energy and capacity for learning is paramount. This also helps a large number of our parents financially and so they can use the money saved to provide dinner or other necessary items at home. Toast offered and provided for all KS2 children in receipt of PP.</p>	<p>2, 5 and 6</p>

**Total budgeted cost: £112,998**

## 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.

#### **Pastoral Support**

The funding for our Pastoral Manager was maintained for another year as this has been highly effective in supporting many of our families, with a large proportion being classed as vulnerable and/or in receipt of PP funding. Support has included behavioural support, attendance, family breakdown issues, child protection matters & bereavement. This provides a 'non-class-based person' who can address the social, emotional, behavioural and family support issues that frequently result in in-class disruption, apathy towards work and take the class teachers time away from learning within the school day. This also enables quick, targeted support for de-escalation in a collaborative way.

Our children and families have a wonderful relationship with the Pastoral Manager, which also ensures open dialogue with parents which, in some cases, would be difficult to build or maintain otherwise. Class teachers frequently report on the positive impact this support provides too. The proportion of children requiring support has increased over time as a result of changes to cohorts and outside influential factors too. Both in class approaches (e.g., behaviour for learning policy and growth mindset work), as well as specifically targeted approaches have been/will continue to be taken to support children with additional needs. Our overall aim is to enable all of our children to be in a safe, stimulating and enriching environment to learn.

#### **Educational Visit Subsidies**

The use of the PP grant for educational visits/residentials ensures that school is able to maintain its focus on providing meaningful learning opportunities and experiences outside of the classroom, as referenced in our Intent statement. Given the financial situations of many families, if this support was not in place, many trips would become unviable and quality learning experiences lost for all our children. This was especially useful in supporting children with their attendance at residentials in the Lake District and London.

#### **Contribution towards the School Led Tutoring Grant**

Funding from the PP grant enabled the school to access additional funding for the above grant. This enabled class teachers in Year 6 to run booster sessions, which were highly effective. Some of the funding was also used for year-long additional interventions for many children across different year groups in school.

#### **In Class TA support**

This funding was used primarily in two ways. First through the increase in TA support within the classes which contain a higher proportion of PP children (Last Year 5 & Year 6), secondly, through targeted interventions/booster groups that tackled children's learning needs. The effectiveness of this has been monitored through the use of provision mapping that was in place at the start of the academic year, although PP progress overall has been very good historically, especially in writing and mathematics.

#### **Additional Spending**

This was spent in two ways, firstly increasing the capacity to meet the needs of PP SEND pupils and secure EHCPs.

Additional resources were also purchased to support PP children (although it was used beyond this. This included IDL software investment, ICT equipment for PP children and some purchases of uniform/equipment.

Parents have been empowered and therefore parent engagement is higher across the school - this includes on social media and the school website. We will continue this work by running subject specific open mornings and evenings alongside parental stay and play sessions and informative workshops.

Moderation meetings have been mostly positive and where areas of improvement have been identified, additional support has been placed for 2022-2023. The Literacy Company feedback has evidenced the strong assessment of teachers at Farington. These are to run again in the next academic year (2023-2024).