



## FCIS 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	Farnham Common Infant School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	8% (16)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	David Masters
Pupil premium lead	David Masters
Governor lead	Caroline Clewley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£1740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£22,110</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We want all our pupil premium children to attend school regularly so that they can access regular support and benefit from the quality teaching that we provide. Our goal for pupil premium children is that they are supported to feel safe and confident in school. We want them to have access to the resources and equipment that they need both at school and at home in order that they can achieve their best. This will enable them to develop the basic skills of literacy and mathematics and prepare them for the next stage of their education.

We feel that the most effective way to achieve our goals is to develop positive relationships with parents that will enable us to solve issues surrounding attendance and support at home through collaborative conversations. We will continue to address emotional literacy through our expanded ELSA support and through the development of a whole school approach to positive behaviour management which will also be shared with parents.

We will support our quality first teaching with proven targeted interventions and CPD to ensure consistency of approaches across the federation. In addition, we will provide speech and language support for targeted children.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance of identified pupil premium children.
2	Social and emotional issues.
3	Supporting parents to help their children at home.
4	Development of reading and writing skills.
5	Strengthening outcomes in mathematics.
6	Supporting targeted children with speech and language difficulties through professional assessments and regular therapy sessions.

## 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
Pupil Premium children will not miss school days.	Pupil premium attendance figures will improve by 5%.
Pupil premium children will be more resilient and confident.	There will be reduced numbers of Pupil Premium children needing ELSA support.
Parents will be better equipped and confident to support their children at home.	Pupil Premium children will have equipment at home and parents will engage with support.
Pupil premium children will be more confident readers and writers.	Pupil premium children will make accelerated progress in reading and writing and the gap will be closing.
Pupil Premium children will be confident mathematicians.	Pupil premium children will make accelerated progress in mathematics and the gap will be closing.
Pupil Premium children will be able to communicate more effectively.	There will be less pupil premium children with severe speech and language difficulties.

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing workshops	EEF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	4
Specialist teachers	The EEF states that, 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.'	4 and 5
Training for English Leads	The EEF recognises that to deliver effective targeted teaching requires investment in teacher professional development.	4

Resourcing – mathematics practical resources, phonics and quality texts.	In order to develop every student's mathematical proficiency, leaders and teachers must systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels." (NCSM, 2013)] This position is based on research supporting the use of manipulatives in classroom instruction.	4 and 5
Specialist Speech and language assessments and support	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	4 and 6

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numbers Count/1 <sup>st</sup> Class@number	Numbers Count is an evidence based intervention run by a specialist teacher. The EEF highlights the effective use of TAs to run targeted interventions.	5
Writing Conferencing	The EEF states that, 'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.'	4
Employing LSA to deliver targeted interventions	The EEF recognises that, 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.'	4 and 5
Tutoring in phonics, writing and mathematics	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4 and 5

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	The EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	2 and 3
Structured Conversations	EEF research found that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. The Department for Children, Schools and Families (DCSF) and Achievement for All (AfA) consider parental engagement as a key factor in securing positive outcomes.	1,2 and 3 (2500)
Breakfast Club	EEF - the extended school day benefits disadvantaged pupils more as it impacts attendance.	1 and 2
Step On training/ refresher	EEF states that both targeted interventions and universal approaches have positive overall effects (+ 4 months). It advises that schools should look for programmes that have been evaluated and shown to have a positive impact.	2 and 3
Clubs, Trips	The EEF highlights the importance of participation in arts, sporting activities and outdoor adventure learning. Evidence shows these activities can accelerate learning by approximately 2 to 3 months progress.	2
Uniform, equipment	All children feel part of the school community and included in outdoor learning activities.	2 and 3

**Total budgeted cost: £ 22,000**

## 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.

*Pupil Premium children who attended nurture sessions with our ELSAs experienced improved self-esteem and engagement in school life. We trained a new ELSA to work with targeted children.*

#### **Pupil Premium Expected Progress**

Year Group	Reading		Writing		Mathematics	
	PP	Non - PP	PP	Non - PP	PP	Non - PP
Year 1	100%	98%	100%	87%	100%	96%
Year 2	100%	93%	100%	93%	100%	97%
Early Years	90%	100%	92%	96%	96%	99%
Average	97%	97%	97%	92%	99%	97%

#### **Pupil Premium Accelerated Progress**

Year Group	Reading		Writing		Mathematics	
	PP	Non - PP	PP	Non - PP	PP	Non - PP
Year 1	17%	6%	13%	10%	0%	12%
Year 2	25%	8%	13%	4%	0%	15%
Early Years	10%	7%	17%	17%	11%	12%
Average	17%	7%	14%	10%	4%	13%

*The majority of Pupil Premium children have made expected progress across the core subjects in all year groups. They have better progress rates than Non-Pupil Premium pupils across Key Stage 1 but this is slightly lower in Early Years. However, this is cohort specific with considerable overlaps with SEND.*

*There are many pupil premium children making accelerated progress, particularly in reading and writing. Mathematics will be a focus for accelerated progress next year.*

*Attendance of Pupil Premium children showed a downturn of 0.8% from 90.6% in 2021-22 to 89.8% in 2022-23 however it was above the National Average of 88.6%. This will continue to be a focus for the new academic year.*

*We have engaged parents in some workshops and provided resources for home learning to some families but this is something that we would like to expand next year.*

*Speech and language interventions both from external providers and internally have proved successful and we have been able to assess needs early and provide support in a timely way. We do need to continue this support as the speech and language needs appear to increase year on 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*

<b>Programme</b>	<b>Provider</b>
Numbers Count/1stclass@number, 1stclass@number2, Number Sense	Edgehill University
Read, Write, Inc	Ruth Miskin
Power of Reading	CLPE
Helicopter Stories	Make believe Arts - Charity
Mymaths	Oxford University Press
Numicon software	Oxford University Press
White Rose Mathematics	Trinity MAT
Nuffield Early Language Intervention	Oxford University Press