



FCJS Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Junior School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	David Masters
Pupil premium lead	Hilary Hawley
Governor lead	David Banks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43970
Recovery premium funding allocation this academic year	£4495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5780
Total budget for this academic year	£54,245

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 use our recovery premium to provide tuition 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 effects of lockdown.
3	Supporting parents to help their children at home.
4	Development of reading and writing skills.
5	Strengthening outcomes in mathematics.

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 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.

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: £20,000

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.	“[I]n 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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 st Class@number2/ Number Sense	The EEF recognises that, ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.’	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 – Reading wise	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
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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training new ELSAs/ 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
Breakfast Club	EEF - the extended school day benefits disadvantaged pupils more as it impacts attendance.	1 and 2
Step On training	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: £54,000

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 2020 to 2021 academic year.

Pupil Premium children who attended nurture sessions with our ELSAs experienced improved self-esteem and engagement in school life.

In all but one of our Year 6 classes, 100% of our Pupil Premium children made expected or accelerated progress in reading, writing and mathematics across Key Stage 2. In 63% of our Key Stage 2 classes pupil premium children achieved at the same or higher levels than non- pupil premium children in mathematics and writing, in 75% of our Key Stage 2 classes pupil premium children achieved at the same or higher levels than non- pupil premium children in reading. This is despite the effects of lockdowns. We would aim to improve this next year, particularly for mathematics and writing.

Overall attendance worsened for 3% of our Pupil Premium children however, 100% of our Pupil Premium children accessed learning during lockdown. Unfortunately, due to the COVID pandemic initiatives such as structured conversations were not able to take place in school.

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
1stclass@number2/ Number Sense	Edgehill University
Power of Reading	CLPE
TT Rockstars	Maths Circle Ltd.
Mymaths	Oxford University Press
Readingwise	Ideaswise Ltd.
Mymaths	Oxford University Press
Numicon software	Oxford University Press
White Rose Mathematics	Trinity MAT