



## FCJS Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	230
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 - 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Masters
Pupil premium lead	Jane Hurst
Governor lead	Aman Kohli

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875
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>	<b>£37,875</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 is also shared with parents. Our continued work with the Bucks Mental Health Support Team will also support and benefit disadvantaged and vulnerable pupils and their families.

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 oracy, 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 will improve by 5%.
Pupil premium children will be more resilient and confident.	There will be improved provision through our work with the Bucks Mental Health Support Team to support children and their families. 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 available.
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. Pupil premium pupils will be able to express themselves and communicate effectively through the development of Oracy skills.

## 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: £15,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teachers – SENDCo and Specialist SEN teacher working with targeted children on TRACKS Literacy	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 Lead, phase leaders and other teachers – Oracy and Phonics. Whole school CPD	The EEF recognises that to deliver effective targeted teaching requires investment in teacher professional development.	4

work on Mathematics and Writing.		
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

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

Budgeted cost: £ 11,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing LSAs to deliver targeted interventions – Reading wise/Nessy / Readingwise Vocabulary and Readingwise comprehension.	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 and additional teacher-led interventions in Year 3	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
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

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

Budgeted cost: £10,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSAs/ ELSA support / Bucks mental Health Support Team liaison	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
Breakfast Club	EEF - the extended school day benefits disadvantaged pupils more as it impacts attendance.	1 and 2
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: £37,875**

## **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 2024 to 2025 academic year.

*Pupil Premium children who attended sessions with our ELSAs experienced improved self-esteem and engagement in school life. We have trained ELSAs to work with targeted children. We have worked with Bucks Mental Health Support Team to facilitate interventions and support for pupils, as well as providing workshop support for parents and carers.*

**Pupil Premium Expected Progress**

Year Group	Reading		Writing		Mathematics	
	PP	Non - PP	PP	Non - PP	PP	Non - PP
<b>Year 3</b> 9 pp pupils included	89%	86%	89%	90%	89%	100%
<b>Year 4</b> 2 pp pupils included	100%	91%	100%	98%	100%	95%
<b>Year 5</b> 8 pp pupils included	87%	80%	87%	84%	51%	49%
<b>Year 6</b> 7 pp pupils included for reading and maths*, 9 for writing	100%	95%	100%	100%	71%	82%
<b>Average</b>	92%	88%	93%	93%	73%	93%

*The data excludes pupils with missing data due to them joining from other schools.*

*The majority of Pupil Premium pupils have made expected or accelerated rates of progress and their rates of progress are in line with Non-Pupil Premium pupils in reading and writing. However, the rates of progress in maths are lower than their peers in some year groups. Writing continues to be a focus across the federation and the previous gap between pupil premium pupils and other pupils has closed.*

*Because of the numbers of children involved, percentages of pupil premium pupils can be distorted. For example, 89% of PP pupils in year 3 is 8 out of the 9 pupils. 71% of PP pupils in Year 9 is 5 out of the 7 pupils.*

*\*2 pupil premium pupils did not sit the KS2 Sats as they were not emotionally able to do so. This decision was taken to support these disadvantaged and vulnerable children.*

*Attendance of Pupil Premium children was 87.81% compared with 90.26% in 2023-24. A significant contributory factor was persistent absentees. Individual plans and support for these disadvantaged and vulnerable children were put in place. The PP attendance for Autumn term 2025 is improved at 90.72%. Again, persistent absenteeism is a continuing factor. Attendance will continue to be a focus for the new academic year, with individual pupils monitored and parents contacted.*

*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>
TT Rockstars	Maths Circle Ltd.
Maths.co.uk	
Readingwise	Ideaswise Ltd.
White Rose Mathematics	Trinity MAT
TRACKS Literacy	Tracks Literacy.co
NESSY	Nessy Learning
Cambridge Oracy Project	