

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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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	Farlow CE Primary School
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	7.14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025-2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alison Davies Head teacher
Pupil premium lead	Alison Davies Head teacher
Governor / Trustee lead	Nigel Savage-Bailey Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,360.00
Recovery premium funding allocation this academic year	£ 500.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,770.00

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7,630.00
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Part A: Pupil premium strategy plan

Statement of intent

At Farlow Primary School we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school.

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. We recognise the value and contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their specific needs, abilities and background. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about the use of the Pupil Premium grant, we are mindful of the common barriers to learning that disadvantaged children might face. These may include less support from home, weak language and communication skills, lack of access to enrichment activities outside of school, and financial and behaviour challenges. These challenges are varied and nothing about a family or child is assumed before they start school. In making provision for disadvantaged pupils, we recognise that not all pupils eligible for the grant are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Allocation of funding may be used to support any child the school who has legitimately identified as being disadvantaged. Our approach is to continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

Our ultimate objectives for supporting our current pupils eligible for the Pupil Premium Grant are:

- To ensure that all children have high quality teaching in every class, with a focus on areas in which disadvantaged pupils require most support.
- To ensure that all disadvantaged children make good progress through the school and to close the attainment gap that may exist between their non-disadvantaged peers through targeted academic support as required. This includes supporting all disadvantaged children to meet age-expected or better attainment where possible.

- To support the well-being of disadvantaged children so that they are emotionally ready to learn in school
- To provide full access to the wider curriculum by ensuring that the expense of trips, residential trips, musical tuition, and other financial costs do not exclude disadvantaged children.

Achieving these objectives:

To achieve these objectives, our first priority is to provide high quality teaching, where staff understand their role in helping pupils achieve and take responsibility for disadvantaged pupils' outcomes. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

High-quality teaching is supplemented by targeted academic support, integral to wider school plans for education recovery, to enable vulnerable learners and those pupils whose education has been worst affected (including non-disadvantaged pupils) to 'close the gap' in their achievement as and when required. Intervention may support social or emotional needs, as well as academic ones. The effectiveness of teaching and progress is regularly checked and adjustments in provision made accordingly, so that staff are able to act early to intervene at the point the need is identified where resources allow. Interventions may include small group work for children with similar needs, in-class interventions and 1:1 support or small group tutoring.

Creating additional teaching and learning opportunities using teaching assistants, staff can be deployed to provide specific targeted academic support either in a 1:1 or small group situation, introducing targeted English and maths teaching for pupils who are below age-related expectations.

Children may also benefit from behaviour or nurture support, promoting positive self-regulation and a calm return to learning in the classroom. Where there are concerns about a child's progress, behaviour or well-being, staff work closely with a range of external agencies, including; educational psychologists, emotional literacy support assistants, the school nurse, and other professionals to improve outcomes further.

We also ensure that there are no financial barriers to learning, so that all children have full access to the wider curriculum – including any extra-curricular activities that parents/carers pay for; specifically residential trips, clubs and music tuition.

The Head Teacher and the Governing Body monitors the impact of all spending and interventions, including the use of the Pupil Premium grant and are aware of the recommendations made by the Education Endowment Foundation with regard to best use of the funding.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading is a priority for our setting. It is sometimes a challenge to develop this love of reading without pupils having access to a wide variety of current and high quality reading material. Our particular focus with the recovery premium has been to broaden our library, of fiction and non-fiction books, on diversity - specifically addressing the LGBTQ+ community and cultural diversity to continue to develop tolerance and understanding.</p> <p>Attainment in reading, writing & maths is targeted for any pupils working below age related expectations due to lack of engagement with learning.</p>
2	<p>Not all pupils can fully engage in learning due to social and emotional needs and need some additional support to develop self-esteem or a lack of resilience.</p>
3	<p>Limited experience of enrichment activities outside of school, including access to clubs, musical tuition and residential.</p>

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>Improved attainment amongst disadvantaged pupils.</p> <p>Creating additional teaching and learning opportunities using existing teaching assistants to provide targeted support within lesson times, for all children who are at risk of not reaching age-related expectations at the end of KS2.</p>	<p>Measuring attainment progress using formative and summative assessments to evaluate input.</p> <p>Reading, writing and maths outcomes by summer 2024 show that 100% of disadvantaged pupils, who are not on the SEN register, are on track to achieve age related expectations.</p>
<p>All pupils fully engage in learning. To achieve and sustain excellent behaviour among all children. Improve self esteem and emotional resiliency. Outdoor learning is also used to facilitate self-esteem and resilience.</p>	<p>Improved and sustained higher levels of well-being measured through qualitative data from pupil, parents and staff/teacher observations.</p> <p>Improved focus and academic attainment and focus in class measured</p>

<p>Provision of an ELSA (Emotional Literacy Support Assistant) to facilitate 1:1 and small group sessions targeted at pupils needing additional emotional, behavioural and social support. Reflective supervision time with EP service is provided by our school-based ELSA.</p>	<p>through formative and summative assessments. Increased participation in enrichment activities.</p>
<p>To ensure that all pupils have equal access to extra-curricular and enrichment activities and are not limited in their participation due to financial constraints.</p>	<p>Increased engagement and participation in enrichment activities which will lead to healthier life style choices and academic attainment.</p>

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: £ 3,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality teaching through schemes (NCETM Mastering Number course, Improving Primary Science, Shaw Maths Mastery) and SENDCO training	Schemes that support children working below age related expectations Strategic role to support disadvantaged pupils across the setting and Federation.	1/2

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

Budgeted cost: £ 1,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 tutoring or small group support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1/2
1: 1 Maths intervention	Evidence of impact of targeted support	1/2

Budgeted cost: £ 1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide a wide range of reading text and educational board games	Higher literacy skills are associated with a range of positive societal benefits. https://www.readingagency.org.uk https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,805.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support to develop self-esteem and a lack of resilience.	There is also evidence indicating the positive impact of the role of an ELSA in supporting individual pupils. The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention, which aims to support children and young people's (CYP) social, emotional and mental health (SEMH). Thematic analysis identifies five key themes: increased understanding of supporting children's needs; child-centred practice; training delivery; whole-school approach and challenges. https://www.elsanetwork.org/elsa-network/otherresearch/ https://www.elsanetwork.org/elsa-network/evaluationreports/ Outdoor learning is also used to address self-esteem and resilience.	2/1
Cover the cost of trips, visits and extracurricular clubs for disadvantaged children including music lessons and residential trips,	Whilst participation in trips, visits and clubs can have an impact on academic attainment, it is important to remember that engagement in these activities is of value in and of itself. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3/1/2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Positive Ponies/Hens for Hire	<p>Bespoke sessions for small groups to encourage young people to reach their potential socially and academically.</p> <p>By integrating nature and animals with practical skills, provides a unique and rewarding educational experience, particularly for young people who might find it challenging to learn in a classroom and school environment.</p>	1/2/3

Total budgeted cost: £ 7,605.00