

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025, 2025/2026 and 2026/2027 academic years) 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	Farnworth CE Primary School
Number of pupils in school	415 (09/24)
Proportion (%) of pupil premium eligible pupils	Sept 24 9.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25 Sept 26
Statement authorised by	FGB
Pupil premium lead	Mrs Steph Kidd
Governor / Trustee lead	Dr Carol Roberts

### Funding overview

Detail 24/25	Amount
Pupil premium funding allocation this (24/25) academic year	£44,400
Service child Premium (24/25)	£680
LAC/Post LAC premium (24/25)	£15,180
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	£60,260 (24/25)
Detail 25/26	Amount

Pupil premium funding allocation this (25/26) academic year	
Service child Premium	
LAC/Post LAC premium	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	
<b>Detail 26/27</b>	<b>Amount</b>
Pupil premium funding allocation this (26/27) academic year	
Service child Premium	
LAC/Post LAC premium	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an inspirational and enriched curriculum which provides high quality teaching and learning for all children. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We will have high expectations for all pupils and focus on removing barriers to learning and achieving excellence

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support
- Additional wellbeing support provided through trained ELSA's or Thrive practitioners
- Additional attendance support provided through trained EBSNA's
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve at least Age-Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	A disproportionate number of children on Pupil Premium are entering Reception with lower level of language skills, leading to the children not achieving a good level of development at the end of Early Years and the phonics screening check in Year 1.
2	Narrowing the progress gap across Phonics, Reading, Writing and Maths
3	Attainment gap in children in Phonics, Reading, Writing and Maths
4	Attendance and Punctuality issues for some
5	Emotional/wellbeing needs within some of our children
6	Enabling all children first hand experiences

## 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
Children on Pupil Premium to make good progress with their language and communication skills from their starting points	Evidence from Early Years Profile shows that children are making good progress from their starting points. Children achieve a good level of development Interventions through WellComm language screener have a positive impact on pupils language needs
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Attainment in Phonics	Achieve national average in phonics
Attainment in Reading	Achieve national average for ARE and GD in Reading

Attainment in Writing	Achieve national average for ARE and GD in Writing
Attainment in Maths	Achieve national average for ARE and GD in Maths
Improve attendance and punctuality	Attendance of disadvantaged children will move to inline with attendance for all children Punctuality of disadvantaged children will move to inline with punctuality for all children
Improve the children's emotional/wellbeing needs	Children's emotional/wellbeing needs will be met
Ensure all children are able to take part in first hand learning experiences	No child will miss out on trips and Residential visits due to cost

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read, write inc phonics training for staff new to post and refresher training to ensure that all staff are assessing and delivering phonics correctly.</i>	EEF(+5) Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	1,2
<i>Revisit thinking tools with staff with a focus on metacognition</i>	EEF (+7) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	2,3

	<p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning  metacognition – often defined as ‘learning to learn’; and  motivation – willingness to engage our metacognitive and cognitive skills.</p>	
<i>Additional Teaching Assistant support for targeted interventions</i>	<p>EEF (+4)</p> <p>The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. Where teaching assistants deliver targeted interventions to individual pupils or small groups, then on average there are positive benefits.</p>	1,2,3

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

Budgeted cost: £20,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+5)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p>	1,2,3

<p>Focused small group intervention</p>	<p>EEF (+4)  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+5)  On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>Small group intervention given at the point of need in Reading (including phonics), writing and maths. This varies, at times it will be pre-teaching used and at other times catch up intervention.</p>	<p>1,2,3</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £14,632

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Thrive worker to support children who are having difficulty accessing learning through emotional/wellbeing issues, using the Thrive approach to support their management of their own needs.</i></p>	<p>EEF (+4)  Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>
<p><i>EBSNA worker to support children who</i></p>	<p>EEF (+4)</p>	<p>4</p>

<p><i>are having difficulty attending through emotional/wellbeing issues, using the EBSNA approach to support</i></p> <p>TA L5 Enhanced</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p><i>Subject leader release time to deliver parental workshops</i></p> <p><i>Staff release time to support families and engage them in their child’s learning</i></p> <p><i>More activities bringing families into school to celebrate and share learning</i></p>	<p>EEF (+4)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	<p>1,2,3</p>
<p><i>Use some funding to ensure that all children have first hand experiences</i></p>	<p>EEF (+3)</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	<p>6</p>

<p><i>Ensuring that all children have the opportunity to take part in educational visits and Residential visits</i></p>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF (0)</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p>	
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**Total budgeted cost: £ 60,260**

## 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 academic year 23/24.

#### EYFSP

20% (1/5) achieved GLD, this is 50.4% lower than the national Non-Disadvantaged cohort. Disadvantaged pupils are in the 82<sup>nd</sup> percentile for GLD

#### Phonics

75% (3/4) achieved expected standard, whilst this is 8.4% lower than national non disadvantaged this is within a child and therefore inline

#### Attainment KS2 Expected Standard

23/24

KS2 Reading PP 85.7% at ARE which is above national non-disadvantaged by 6.4% which is within a child and therefore inline with national non-disadvantaged. It is also above the national all children at expected standard which was: 74%

KS2 Writing PP 57.1% at ARE which is lower than national non-disadvantaged by 20.2%. It is also below the national all children at expected standard which was 72%

KS2 Maths PP 71.4% at ARE which is 7.6% lower than national non-disadvantaged however this is within a child so therefore inline. It is slightly below the national all children at expected standard which was 73% but within a child and therefore inline.

KS2 RWM PP 28.6% at ARE which is 38.3% lower than national non-disadvantaged, this is also lower than the national all children at expected which was 61%

#### Attainment KS2 Greater Depth

23/24

KS2 Reading PP 14.3% GD

KS2 Writing PP 0% GD

KS2 Maths PP 0% GD

KS2 RWM PP 0% GD

All aspects for GD were below national non-disadvantaged and below the whole school results however our disadvantaged pupils are in the 26<sup>th</sup> percentile for reading, writing and maths higher standard when compared to other schools.

#### Attendance

23/24 PP children had an overall absence of 5.4%, meaning that the attendance is 94.6%, this is lower than national non disadvantaged and lower than the whole school

attendance. However our disadvantaged pupils are in the 15<sup>th</sup> percentile when compared to other schools.

## 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
Speech and Language	Wellcomm
Reading comprehension	Reading Plus
Phonics	Read, Write Inc
Mastering Number	North West Maths Hub

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Ensuring that the wellbeing needs of children were met and that they settled smoothly into life at school
What was the impact of that spending on service pupil premium eligible pupils?	Happy settled children who are ready to learn