

Pupil premium strategy statement 2021-2024

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 children.

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	North Farnborough Infant School
Number of children in school	174
Proportion (%) of pupil premium eligible children	7%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date reviewed	December 2023
Next date for review	December 2024
Statement authorised by	Abigail Morgan
Pupil premium lead	Abigail Morgan
Governor lead	Helen Rowell & Aaron Benson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-24)	£18, 085
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20, 085

Part A: Pupil premium strategy plan

Statement of intent

Nurturing the future, inspiring success!

At North Farnborough Infant School we have high aspirations and ambitions for all of our children and believe that all children should thrive at school no matter what their starting point.

We wish for all our children to be successful and engaged learners making great progress. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, develop their emotional resilience for learning and ensure progress for those who are already achieving well. We believe that with the right support all children can achieve their very best.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and are in line with our priorities in the school development plan.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- track children carefully to ensure they are making progress and accessing the wider curriculum opportunities
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to Year 2 and in
2	Our disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations and discussions with children and families have identified social and emotional issues for many children, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged children, including their attainment.

4	Attendance and punctuality Our attendance data indicates that attendance among disadvantaged children has been lower than for non-disadvantaged children.
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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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard.
Children's mental health and emotional needs will be supported so they are able to access the curriculum and engage in learning	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged children
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 5 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support quality first teaching, with a particular focus on developing vocabulary and improving oral language skills	Evidence from EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged children. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1, 2, 3

Support staff will have regular training. Inclusion lead to identify training needs and provide CPD opportunities	Evidence from 'Making the Best Use of Teaching Assistants' (EEF) makes recommendations to guide schools in maximising the impact of TAs or LSAs. Effective training will support the team to continue to be successful in their role and support the needs of children.	1, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £11, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening and vocabulary skills for disadvantaged children who have relatively low spoken language skills.	Oral language interventions can have a positive impact on children' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Additional phonics sessions targeted at disadvantaged children who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Emotional Literacy Support Assistant (ELSA) provides support for children dealing with low self-esteem, anxiety, stress.	Regular supervision with an Educational Psychologist means training is maintained to a high level.	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Work alongside Educational Welfare Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Employ a Parent Support Advisor (PSA)	Our PSA runs courses for parents as well as providing workshops and offering 1:1 support. Evidence shows that raising parental engagement is challenging but can have a positive impact when parents' own skills and knowledge are enhanced.	3, 4
Education visits to be planned. No charge for disadvantaged children	Children will gain first hand experiences and increase their knowledge of topics learnt at school.	3
Extra-curricular activities to be available without charge.	Children's engagement will increase and social and emotional needs will be supported through enjoyable activities	3

Total budgeted cost: £22, 400

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged children

Support in positive learning behaviours and social and emotional development continues to be a priority. There is still a very high need to build on the children's self-esteem and confidence in order for them to develop good self-regulated learning skills and to take ownership of their own learning. Wider cultural capital – trips and clubs are starting to happen again – leading to more opportunities for learning for our children.

DATA:

Year R

Number entitled to pupil premium	Good level of development achieved	Good level of development not achieved
3 children	33%	66%

Next steps:

- *identify strengths and interests of children entitled to pupil premium*
- *literacy and maths were areas that children did not meet Early Learning Goals – monitor these areas more closely and ensure planning meets needs*

Year 1 phonics screening

Number entitled to pupil premium	Passed screening	Did not pass screening
3 children	0%	100%

Next steps:

- *Robust teaching of phonics with changes to groupings of children in Year R*
- *Phonics lead to monitor those children at risk of falling behind and plan additional support if needed*

End of Year 2 phonics screening

Number entitled to pupil premium	Passed screening	Did not pass screening
6 children	17%	84%

Next steps:

- *See above*

Year 2 end of year – working at expected level of attainment or greater depth

Number entitled to pupil premium	Reading (expected level)	Writing	Maths
3 children	34%	34%	17%

Next steps:

- *CPD for staff – developing early writing*
- *Additional interventions in maths*