

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Farley Hill Primary
Number of pupils in school	348 (including Nusey)
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Head Teacher
Pupil premium lead	Jane Bateman Head Teacher
Governor / Trustee lead	Duncan Hamilton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£41,555

Part A: Pupil Premium Strategy Plan

Context: Farley Hill Primary school was, until 2021, a one-form entry, small-village school of 210 children with very little deprivation and few disadvantaged pupils. The school relocated in September 2021 to a new and growing residential development area and is now growing year-on-year to a full two-form entry school (440 children). In the academic year 2025-2026 we are two-form school up to Year 3 and one-form entry from Year 4 to Year 6. As a result of our changing community and intake, we now have an increased number of Pupil Premium and disadvantaged children. This number continues to grow throughout the year as new residents move in to the area and we welcome their children into our school.

Statement of intent

Note: PP refers to Pupil Premium

Farley Hill Primary school's intent is that all of our pupils, irrespective of their backgrounds or the challenges they face, feel that they belong and are welcome at our school and that they can positively engage and connect with their learning. We aim for all children to be curious, confident learners who are willing to take risks in their learning and who understand making mistakes is a positive part of the learning process.

"To feel a sense of belonging is to feel accepted, to feel seen, to feel included. to not feel belonging is to experience the precarious and insecure sense of an outsider." (Owen Eastwood)

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With this aim and whatever their experiences in life all children can achieve good outcomes making good progress in all areas of the curriculum. In addition, we focus on their own personal development through our values-based curriculum and this includes good progress for our children that are already achieving highly.

Recognising that no family's story is the same we aim to reduce all challenges children may face in accessing our curriculum and try to ensure disadvantaged children's progress is in line with non-disadvantaged children.

Principles

- For all children to grow in confidence and to engage in their learning by developing their oracy (speaking/listening) and critical thinking skills;
- We meet the needs of all children, and especially PP and disadvantaged children, through appropriate assessment of need and quality first teaching. This enables us to support children at all levels of attainment;
- Not all children receiving PP funding will have focused interventions at one time;

- To ensure there is mental health and wellbeing support for the disadvantaged children that are in need and which will enable them to build positive relationships through their life and allow them to confidently access their learning;
- We will work alongside parents so they are confident in supporting their children while they are at school including ensuring good attendance. This gives parents opportunities to develop positive relationships with our school community;
- To enable support for uniforms, school trips and events to make sure no child misses out.

Objectives:

- Staff have access to good CPD which will give them wide-ranging strategies to support the children in the classroom and help them to understand any specific challenges faced by disadvantaged children;
- Children's academic needs are identified by formative and summative assessment and PP and disadvantaged children are monitored throughout the year enabling clear and targeted interventions for those children who need it;
- Effective curriculum adaptation enables the learning to be relevant, engaging and accessible for all. Our aim is to narrow the attainment gap between advantaged and disadvantaged children, especially in core subjects e.g. maths and English
- Support all children's health and wellbeing to enable them to access learning at an appropriate level;
- Liaise closely with the parents and carers to support the family alongside the child.
- Ensure our children understand the values we have in school and the TEAM (Together Everyone Achieves More) ethos.
- Raise all children's self-esteem, confidence and resilience through our nurturing environment and behaviour management programme.

What we can provide as a school may change according to the needs and support required by our PP and disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Supporting PP children with many intersections of need e.g. SEN, EAL to realise their potential in the classroom by engaging with learning and understanding how to motivate themselves to learn
2	Attainment and progress in reading and writing

	Although some progress has been made in closing the gap in some disadvantaged children's attainment, a number of children still need to make more progress. Some of these children have a variety of needs which need to be supported before progress in reading and writing can show attainment in line with their peers.
3	Ensuring attendance for some disadvantaged children meets expectations for the whole school as this will have a positive impact on their learning.
4	Ensuring parents and families of disadvantaged children feel happy and confident to support their children and to liaise with school about their children's learning and emotional well-being.
5	It is apparent from monitoring and pupil voice that emotional well-being support is important for the children themselves ensuring they have access to a range of experiences to enable them to develop resilience, perseverance and independence in their life and their learning.

Intended outcomes

This section explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure consistent and enhanced progress for disadvantaged children	Identified children meet age related expectations Identified children, for example children with additional need, are making progress Identified children exceed age related expectations Quality first teaching and 1-2-1 or small group tutoring or interventions have an impact on attainment Early identification of need ensures any special education support is identified and implemented effectively. School reaches out to external agencies for support as required. Curriculum and learning support programmes are in place for phonics, reading and maths which enable improved outcomes for those identified Focus on oracy and critical thinking skills to develop disadvantaged children's confidence so they are more readily able to engage in the classroom including having roles in group discussions and Talk Partner roles. CPD for staff shares good practices and enables support for children in the classroom in both learning and emotional well-being Moderation and assessment of learning is strong and accurate enabling appropriate interventions and support to be put in place Attendance has improved if previously identified as a concern
Development of supportive programme for families of PPG children	Development of role of Family Support Practitioner (FSP) enables parents and carers of disadvantaged children to have a

	positive bond with the school and a point of contact to support them when they need to ask questions and raise concerns. The parents/families access this support through 1-2-1 discussions with FSP or through workshops or external support offered by the FSP. All PPG children have attendance at 95%+ or they have improved attendance considering their individual needs Parent/families attendance at parent evenings is consistent and parents feel able to confidently attend whole school or small group workshops Staff liaise with parents/families on individual support plans for children and parents/families are able to positively engage with school on these
Children leave our school confident and able to build positive relationships ready for the next phase of their learning journey	Monitoring of the classrooms, pupil progress meetings and pupil voice will indicate that the disadvantaged children have a positive attitude to learning and good levels of engagement in the classroom as meets their need. They will feel welcomed, happy and safe in school. Children, as needed, will be given support from staff and peers to enable them to better self-regulate their behaviour and manage social relationships. Support programmes are developed to support children one-to-one, in small groups or as a class – these could include: nurture, small group social skills work, lunchtime clubs, access to external agencies support Children will be given every opportunity to be engaged and involved with the school community through additional activities e.g., responsibilities in Year 6, School Parliament, Digital Leaders, Eco Warriors and representing the school at sport events. Values of the school are important to them as individuals and are seen in their behaviours Children will have the opportunity attend extra-curricular clubs to broaden their experiences and represent the school at sporting and other events e.g. choir. Children continue to have access to trips, visits and events the school has as enrichment to the curriculum.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Including: teacher demonstration followed by guided practice and independent practice/guided groups in lessons/use of scaffolds to aid learning/pre-teaching/increased awareness for all staff of disadvantaged barriers and gaps in prior learning/ interleaving of learning and retrieval practice /feedback and marking at the point of learning/pupil progress meetings, book looks, learning walks will include a focus on all PP and disadvantaged children/development of oracy /teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills	High quality CPD opportunities are sort from external providers, National College, and other opportunities e.g. SLA networks and challenge reviews improve teaching and have a positive impact on PPG children. Time will be given for teachers to have CPD opportunities and to share good practice across the school. Metacognitive strategies will continue to be developed, taught and reviewed for impact in class to support the interleaving of learning e.g. quizzes, memory mapping, pre-teaching, overlearning and revisiting of concepts enables children to close any gaps between themselves and their peers. School continues to develop a writing framework approach adapted to meet the needs of all children including PP and disadvantaged children. In Maths additional approaches being implemented to support the interleaving and overlearning of maths. We use standardised tests to give us reliable data and identify key areas of strength, and areas that need to improve, with targeted intervention and first-class quality teaching. We will continue to purchase high-quality texts to support reading and phonics teaching (Little Wandle), and develop a focused reading programme across Year 2 and KS2 including Reading Buddies and reviewing our curriculum and class reader texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oracy is planned for and will be taught across all year groups and also in break out groups. Training or planning opportunities will be cascaded to all staff. <i>“What makes me enjoy talking most is that everybody’s listening to you, and you are part of the world, and you feel respected and important”.</i> https://queenstreet.grouop/the-power-of-voice-oracy-as-a-tool-for-equity-through-education/ Learning is delivered in a variety of ways which enables disadvantaged children to contribute in class and engage in lessons in a more active and confident way e.g. active movement activities in class, supporting enrichment activities for PP children. https://www.activemovement.co.uk/active-movement-for-schools	1, 2, 3, 4, 5

	“...some of us may need to start with bubbles of safety... when we belong and where we are encouraged or at least allowed to make a contribution, the magic happens.” (Jon Alexander) <i>Dan Nicholls Blog ‘The disconnection of disadvantage reconnecting the disconnected’</i> PP children are focus individuals or groups for live feedback and targeted support in class, whether 1-1 or in small groups. They are prioritised for catchup and 1-1 interventions and in Pupil Progress meetings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Effective use of questioning in all learning extends thinking and oracy skills for children. Staff will ensure that parents are kept up to date with children’s progress and are available to meet with parents to support them as needed.	
Support staff well-trained through continuous CPD	High quality support staff work with children and have a positive impact on progress and engagement with learning. We have individual HLTAs leading SALT and Nurture inventions across the school to support learning of identified PP children. TAs are used across the school to support specific interventions e.g. nurture groups for identified children, reading groups and maths groups. TA support in class is focused on targeted children requiring support or challenge which includes Disadvantaged children. EEF +6 months Staff will continue to be trained to deliver specific interventions e.g. Speech and Language e.g. SALT interventions. School will support further training through outreach programmes in autism, colourful semantics etc. through local educational partners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group intervention work occurs daily to support learning in maths and English https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Year groups plan TA support for children during their learning – adapting learning as needed to enable children to access it effectively.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions SENDCo and TAs will run Sensory Circuits to support children when entering school to get ready for learning – includes PP children as needed. https://www.childrenschoicetherapy.co.uk/sensory-circuits/ Support staff are trained and run additional provision that disadvantaged children can access such as lunchtime Calm clubs or calm areas on the playground that focus on providing a relaxing environment for children, often through activities like mindfulness, quiet crafts, and low-stimulation games. These clubs help manage post-lunch transitions, improve behaviour, and support students who may find noisy, unstructured play overwhelming.	
Strong Phonics Programme	Our strong phonics programme is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress. School uses Little Wandle as a defined Phonics programme. Training for all staff is up to date and investment continues in reading books to accompany the scheme. Regular phonics assessments allow the close monitoring of progression and attainment in KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Oracy	Oracy activities are planned in both curriculum learning and beyond e.g. productions and family assemblies enable children to use broader vocabulary and gain confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early years oracy is planned in through the EYFS curriculum to enable children to develop their PSED Early Learning Goal. https://eyfs.info/articles.html/teaching-and-learning/exploring-oracy-in-early-years-and-its-links-to-literacy-r391/	1, 2, 3, 5

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

Budgeted cost: £12,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of digital platforms e.g. Numbots, Infinity Maths, MyMaths, and TTRockstars</i>	Investment will be continued in early numeracy using high quality digital programmes designed to develop children's number sense. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5
<i>Strong phonics programme and guided reading programme</i> <i>Focus on access and engagement in writing</i>	High level book discussion takes place through a revised guided reading programme in KS2 and Year 2. The impact of such structured questioning will be monitored in reading assessments. A new framework for writing implemented this academic year will positively impact attainment in writing, building on the revised guiding reading programme. Children have opportunities to read for pleasure e.g. library sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Older children have regular reading support groups to build upon the guided reading and book talk sessions in the classrooms. KS2 children are also heard as daily readers as needed. Reading enables confidence for children in writing and we are focused on implementing a writing framework this year to support writing in class. We are also introducing a new handwriting programme to support children in their handwriting. Being able to write confidently is another gateway to access writing and enjoy writing. School is also using technology to support children in confidently writing.	1, 2,
<i>TA led interventions in and out of class</i>	School analysis demonstrates support in one-to-one or in small groups, in or outside the classroom, has a positive impact on children being able to access learning and make progress from their own baseline. We will continue to support all identified children and at all levels of attainment through specific interventions as need indicates. This need may be behaviour dependent and so we will make planned adaptations to provision as needed (this will require additional staffing and resourcing). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1735812816	1, 2, 3, 5

	This requires further investment in resources including Widgeits, books, sensory equipment and technology which we will continue to review and update as required.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support for uniforms, trips, music lesson, After school clubs, and breakfast club. All ensuring equity for the children</i>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning PPG parents and families continue to access this financial provision.	1, 3, 4, 5
<i>In school and external therapeutic approach support if needed</i>	Children have opportunities to access nurture work (1-1 or in groups) and other therapeutic support externally e.g. alternative provision and counselling to help develop self-regulation strategies. Staff continue to review teaching and learning strategies and techniques to support children to think about and reflect on their own learning. Our focus is on cognition, meta-cognition and motivation for learning. We continue to learn from shared good practice within school and outside of school – including implementing an adaptive curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The whole school approach to behaviour is regularly cascaded down and reviewed with all staff, children, parents and Governors. We continue to focus on increasing children's emotional literacy so they can regulate their behaviours and approach to learning most effectively themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions School will invest in provision through external partners to help children understand their motivators for their behaviours.	1, 3, 4, 5
<i>Continually building relationships</i>	Understanding parents own experiences of school and their expectations of their children's journey through education can bring much needed	3, 4, 5

<i>with parents to engage them in their child's learning</i> <i>Resources to support the children at home e.g. high quality texts, resources for mathematics, digital equipment</i>	support for children when barriers to learning arise. School works closely with families to support them and their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This year we will develop the role of the Family Support Practitioner (FSP). They will enable parents and families of disadvantaged children to have an easy, collaborative and direct access into school to ask questions or raise concerns about their child's learning, attendance etc. They will provide support for parents and carers 1-2-1 or through workshops, they will also be able to reach out on behalf of families to other organisations who may be able to support them. The FSP will work closely with our attendance lead. If resources are available at home, then engagement in home learning is easier. Tasks set by teachers will be relevant to learning in class and by liaising with parents to ensure time and quiet space is available to the children to complete home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1735805402	1, 2, 3, 4, 5
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Total budgeted cost: £41,555

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 2024-2025 academic year.

The number of PPG children in our school has continued to grow over the past academic year as we have grown to two-form entry in EYFS, KS1 and Year 3.

We have successfully reached out to parents where attendance has been a concern – attendance figures for identified PPG children were not as positive as other children in 2024-2025. These identified children did have specific additional needs which impacted attendance and which the school has worked closely with parents and carers to positively address. This is particularly true where they were lower than expected levels

of attendance for some children, especially those on the SEN register or where social care were already involved with the family.

Attainment in maths for disadvantaged children in summer 2024-2025 was comparable to non-disadvantaged children. The biggest gap in maths being for children with identified additional need. In Reading and Writing the attainment of children at Greater Depth was comparable but the gap between disadvantaged and non-disadvantaged children meeting age related expectations was greater. School did during the academic year 2024-2025 review and develop its framework for writing and its approach to reading so the impact of these changes should have a positive impact on attainment gaps in the academic year 2025-2026 for disadvantaged children.

The progress made for all disadvantaged children in reading, writing and maths comparable to non-disadvantaged children.

All PPG children were given nurture support as required to support learning and mental health and well-being. Some children also had access to external agencies for support.

Children were given first choice of after-school clubs and school paid for educational visits and trips. These were paid for to ensure access to the broader curriculum and continued engagement with learning for the children.

Children moved on to secondary school confidently and additional support during transition was put in place. All the PPG children shared positive experiences about school and attending school at the end of their time here.

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	In class support, some tutoring and additional pastoral support for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Children settled, happy, learning and making good progress.

Further information (optional)

Books marked first, live feedback focus

Creative curriculum that is engaging but also enquiry and knowledge based – children have access to a broad range of trips, visits and experiences to enrich their learning

Many opportunities to take on roles that increase confidence and self-esteem e.g. year 6 jobs, School Parliament members.

Senior Mental Health lead trained and implementing strategies across the school

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Budgeted cost: £23,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Including: teacher demonstration followed by guided practice and independent practice/guided groups in lessons/use of scaffolds to aid learning/pre-teaching/increased awareness for all staff of disadvantaged barriers and gaps in prior learning/ interleaving of learning and retrieval practice /feedback and marking at the point of learning/pupil progress meetings, book looks, learning walks will include a focus on all PP and disadvantaged children/development of oracy /teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills	High quality CPD opportunities are sort from external providers, National College, and other opportunities e.g. SLA networks and challenge reviews improve teaching and have a positive impact on PPG children. Time will be given for teachers to have CPD opportunities and to share good practice across the school. Metacognitive strategies will continue to be developed, taught and reviewed for impact in class to support the interleaving of learning e.g. quizzes, memory mapping, pre-teaching, overlearning and revisiting of concepts enables children to close any gaps between themselves and their peers. School continues to develop a writing framework approach adapted to meet the needs of all children including PP and disadvantaged children. In Maths additional approaches being implemented to support the interleaving and overlearning of maths. We use standardised tests to give us reliable data and identify key areas of strength, and areas that need to improve, with targeted intervention and first-class quality teaching. We will continue to purchase high-quality texts to support reading and phonics teaching (Little Wandle), and develop a focused reading programme across Year 2 and KS2 including Reading Buddies and reviewing our curriculum and class reader texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oracy is planned for and will be taught across all year groups and also in break out groups. Training or planning opportunities will be cascaded to all staff. <i>“What makes me enjoy talking most is that everybody’s listening to you, and you are part of the world, and you feel respected and important”.</i> https://queenstreet.groupp/the-power-of-voice-oracy-as-a-tool-for-equity-through-education/ Learning is delivered in a variety of ways which enables disadvantaged children to contribute in class and engage in lessons in a more active and confident way e.g. active movement activities in class, supporting enrichment activities for PP children. https://www.activemovement.co.uk/active-movement-for-schools	1, 2, 3, 4, 5

	<i>"...some of us may need to start with bubbles of safety... when we belong and where we are encouraged or at least allowed to make a contribution, the magic happens." (Jon Alexander)</i> <i>Dan Nicholls Blog 'The disconnection of disadvantage reconnecting the disconnected'</i> PP children are focus individuals or groups for live feedback and targeted support in class, whether 1-1 or in small groups. They are prioritised for catchup and 1-1 interventions and in Pupil Progress meetings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Effective use of questioning in all learning extends thinking and oracy skills for children. Staff will ensure that parents are kept up to date with children's progress and are available to meet with parents to support them as needed.	
Support staff well-trained through continuous CPD	High quality support staff work with children and have a positive impact on progress and engagement with learning. We have individual HLTAs leading SALT and Nurture inventions across the school to support learning of identified PP children. TAs are used across the school to support specific interventions e.g. nurture groups for identified children, reading groups and maths groups. TA support in class is focused on targeted children requiring support or challenge which includes Disadvantaged children. EEF +6 months Staff will continue to be trained to deliver specific interventions e.g. Speech and Language e.g. SALT interventions. School will support further training through outreach programmes in autism, colourful semantics etc. through local educational partners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group intervention work occurs daily to support learning in maths and English https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Year groups plan TA support for children during their learning – adapting learning as needed to enable children to access it effectively.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions SEND Co and TAs will run Sensory Circuits to support children when entering school to get ready for learning – includes PP children as needed. https://www.childrenschoicetherapy.co.uk/sensory-circuits/ Support staff are trained and run additional provision that disadvantaged children can access such as lunchtime Calm clubs or calm areas on the playground that focus on providing a relaxing environment for children, often through activities like mindfulness, quiet crafts, and low-stimulation games. These clubs help manage post-lunch transitions, improve behaviour, and support students who may find noisy, unstructured play overwhelming.	
Strong Phonics Programme	Our strong phonics programme is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress. School uses Little Wandle as a defined Phonics programme. Training for all staff is up to date and investment continues in reading books to accompany the scheme. Regular phonics assessments allow the close monitoring of progression and attainment in KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Oracy	Oracy activities are planned in both curriculum learning and beyond e.g. productions and family assemblies enable children to use broader vocabulary and gain confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early years oracy is planned in through the EYFS curriculum to enable children to develop their PSED Early Learning Goal. https://eyfs.info/articles.html/teaching-and-learning/exploring-oracy-in-early-years-and-its-links-to-literacy-r391/	1, 2, 3, 5

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

Budgeted cost: £12,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of digital platforms e.g. Numbots, Infinity Maths, MyMaths, and TTRockstars</i>	Investment will be continued in early numeracy using high quality digital programmes designed to develop children's number sense. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5
<i>Strong phonics programme and guided reading programme</i> <i>Focus on access and engagement in writing</i>	High level book discussion takes place through a revised guided reading programme in KS2 and Year 2. The impact of such structured questioning will be monitored in reading assessments. A new framework for writing implemented this academic year will positively impact attainment in writing, building on the revised guiding reading programme. Children have opportunities to read for pleasure e.g. library sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Older children have regular reading support groups to build upon the guided reading and book talk sessions in the classrooms. KS2 children are also heard as daily readers as needed. Reading enables confidence for children in writing and we are focused on implementing a writing framework this year to support writing in class. We are also introducing a new handwriting programme to support children in their handwriting. Being able to write confidently is another gateway to access writing and enjoy writing. School is also using technology to support children in confidently writing.	1, 2,
<i>TA led interventions in and out of class</i>	School analysis demonstrates support in one-to-one or in small groups, in or outside the classroom, has a positive impact on children being able to access learning and make progress from their own baseline. We will continue to support all identified children and at all levels of attainment through specific interventions as need indicates. This need may be behaviour dependent and so we will make planned adaptations to provision as needed (this will require additional staffing and resourcing). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1735812816	1, 2, 3, 5

	This requires further investment in resources including Widgeits, books, sensory equipment and technology which we will continue to review and update as required.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support for uniforms, trips, music lesson, After school clubs, and breakfast club. All ensuring equity for the children</i>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning PPG parents and families continue to access this financial provision.	1, 3, 4, 5
<i>In school and external therapeutic approach support if needed</i>	Children have opportunities to access nurture work (1-1 or in groups) and other therapeutic support externally e.g. alternative provision and counselling to help develop self-regulation strategies. Staff continue to review teaching and learning strategies and techniques to support children to think about and reflect on their own learning. Our focus is on cognition, meta-cognition and motivation for learning. We continue to learn from shared good practice within school and outside of school – including implementing an adaptive curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The whole school approach to behaviour is regularly cascaded down and reviewed with all staff, children, parents and Governors. We continue to focus on increasing children's emotional literacy so they can regulate their behaviours and approach to learning most effectively themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions School will invest in provision through external partners to help children understand their motivators for their behaviours.	1, 3, 4, 5
<i>Continually building relationships</i>	Understanding parents own experiences of school and their expectations of their children's journey through education can bring much needed	3, 4, 5

<i>with parents to engage them in their child's learning</i> <i>Resources to support the children at home e.g. high quality texts, resources for mathematics, digital equipment</i>	support for children when barriers to learning arise. School works closely with families to support them and their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This year we will develop the role of the Family Support Practitioner (FSP). They will enable parents and families of disadvantaged children to have an easy, collaborative and direct access into school to ask questions or raise concerns about their child's learning, attendance etc. They will provide support for parents and carers 1-2-1 or through workshops, they will also be able to reach out on behalf of families to other organisations who may be able to support them. The FSP will work closely with our attendance lead. If resources are available at home, then engagement in home learning is easier. Tasks set by teachers will be relevant to learning in class and by liaising with parents to ensure time and quiet space is available to the children to complete home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1735805402	1, 2, 3, 4, 5
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Total budgeted cost: £41,555

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 2024-2025 academic year.

The number of PPG children in our school has continued to grow over the past academic year as we have grown to two-form entry in EYFS, KS1 and Year 3.

We have successfully reached out to parents where attendance has been a concern – attendance figures for identified PPG children were not as positive as other children in 2024-2025. These identified children did have specific additional needs which impacted attendance and which the school has worked closely with parents and carers to positively address. This is particularly true where they were lower than expected levels

of attendance for some children, especially those on the SEN register or where social care were already involved with the family.

Attainment in maths for disadvantaged children in summer 2024-2025 was comparable to non-disadvantaged children. The biggest gap in maths being for children with identified additional need. In Reading and Writing the attainment of children at Greater Depth was comparable but the gap between disadvantaged and non-disadvantaged children meeting age related expectations was greater. School did during the academic year 2024-2025 review and develop its framework for writing and its approach to reading so the impact of these changes should have a positive impact on attainment gaps in the academic year 2025-2026 for disadvantaged children.

The progress made for all disadvantaged children in reading, writing and maths comparable to non-disadvantaged children.

All PPG children were given nurture support as required to support learning and mental health and well-being. Some children also had access to external agencies for support.

Children were given first choice of after-school clubs and school paid for educational visits and trips. These were paid for to ensure access to the broader curriculum and continued engagement with learning for the children.

Children moved on to secondary school confidently and additional support during transition was put in place. All the PPG children shared positive experiences about school and attending school at the end of their time here.

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	In class support, some tutoring and additional pastoral support for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Children settled, happy, learning and making good progress.

Further information (optional)

Books marked first, live feedback focus

Creative curriculum that is engaging but also enquiry and knowledge based – children have access to a broad range of trips, visits and experiences to enrich their learning

Many opportunities to take on roles that increase confidence and self-esteem e.g. year 6 jobs, School Parliament members.

Senior Mental Health lead trained and implementing strategies across the school

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Farley Hill Primary
Number of pupils in school	348 (including Nusey)
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Head Teacher
Pupil premium lead	Jane Bateman Head Teacher
Governor / Trustee lead	Duncan Hamilton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£41,555

Part A: Pupil Premium Strategy Plan

Context: Farley Hill Primary school was, until 2021, a one-form entry, small-village school of 210 children with very little deprivation and few disadvantaged pupils. The school relocated in September 2021 to a new and growing residential development area and is now growing year-on-year to a full two-form entry school (440 children). In the academic year 2025-2026 we are two-form school up to Year 3 and one-form entry from Year 4 to Year 6. As a result of our changing community and intake, we now have an increased number of Pupil Premium and disadvantaged children. This number continues to grow throughout the year as new residents move in to the area and we welcome their children into our school.

Statement of intent

Note: PP refers to Pupil Premium

Farley Hill Primary school's intent is that all of our pupils, irrespective of their backgrounds or the challenges they face, feel that they belong and are welcome at our school and that they can positively engage and connect with their learning. We aim for all children to be curious, confident learners who are willing to take risks in their learning and who understand making mistakes is a positive part of the learning process.

"To feel a sense of belonging is to feel accepted, to feel seen, to feel included. to not feel belonging is to experience the precarious and insecure sense of an outsider." (Owen Eastwood)

<https://dannicholls1.com/2023/03/19/the-disconnection-of-disadvantage-reconnecting-the-disconnected/>

With this aim and whatever their experiences in life all children can achieve good outcomes making good progress in all areas of the curriculum. In addition, we focus on their own personal development through our values-based curriculum and this includes good progress for our children that are already achieving highly.

Recognising that no family's story is the same we aim to reduce all challenges children may face in accessing our curriculum and try to ensure disadvantaged children's progress is in line with non-disadvantaged children.

Principles

- For all children to grow in confidence and to engage in their learning by developing their oracy (speaking/listening) and critical thinking skills;
- We meet the needs of all children, and especially PP and disadvantaged children, through appropriate assessment of need and quality first teaching. This enables us to support children at all levels of attainment;
- Not all children receiving PP funding will have focused interventions at one time;

- To ensure there is mental health and wellbeing support for the disadvantaged children that are in need and which will enable them to build positive relationships through their life and allow them to confidently access their learning;
- We will work alongside parents so they are confident in supporting their children while they are at school including ensuring good attendance. This gives parents opportunities to develop positive relationships with our school community;
- To enable support for uniforms, school trips and events to make sure no child misses out.

Objectives:

- Staff have access to good CPD which will give them wide-ranging strategies to support the children in the classroom and help them to understand any specific challenges faced by disadvantaged children;
- Children's academic needs are identified by formative and summative assessment and PP and disadvantaged children are monitored throughout the year enabling clear and targeted interventions for those children who need it;
- Effective curriculum adaptation enables the learning to be relevant, engaging and accessible for all. Our aim is to narrow the attainment gap between advantaged and disadvantaged children, especially in core subjects e.g. maths and English
- Support all children's health and wellbeing to enable them to access learning at an appropriate level;
- Liaise closely with the parents and carers to support the family alongside the child.
- Ensure our children understand the values we have in school and the TEAM (Together Everyone Achieves More) ethos.
- Raise all children's self-esteem, confidence and resilience through our nurturing environment and behaviour management programme.

What we can provide as a school may change according to the needs and support required by our PP and disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Supporting PP children with many intersections of need e.g. SEN, EAL to realise their potential in the classroom by engaging with learning and understanding how to motivate themselves to learn
2	Attainment and progress in reading and writing

	Although some progress has been made in closing the gap in some disadvantaged children's attainment, a number of children still need to make more progress. Some of these children have a variety of needs which need to be supported before progress in reading and writing can show attainment in line with their peers.
3	Ensuring attendance for some disadvantaged children meets expectations for the whole school as this will have a positive impact on their learning.
4	Ensuring parents and families of disadvantaged children feel happy and confident to support their children and to liaise with school about their children's learning and emotional well-being.
5	It is apparent from monitoring and pupil voice that emotional well-being support is important for the children themselves ensuring they have access to a range of experiences to enable them to develop resilience, perseverance and independence in their life and their learning.

Intended outcomes

This section explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure consistent and enhanced progress for disadvantaged children	Identified children meet age related expectations Identified children, for example children with additional need, are making progress Identified children exceed age related expectations Quality first teaching and 1-2-1 or small group tutoring or interventions have an impact on attainment Early identification of need ensures any special education support is identified and implemented effectively. School reaches out to external agencies for support as required. Curriculum and learning support programmes are in place for phonics, reading and maths which enable improved outcomes for those identified Focus on oracy and critical thinking skills to develop disadvantaged children's confidence so they are more readily able to engage in the classroom including having roles in group discussions and Talk Partner roles. CPD for staff shares good practices and enables support for children in the classroom in both learning and emotional well-being Moderation and assessment of learning is strong and accurate enabling appropriate interventions and support to be put in place Attendance has improved if previously identified as a concern
Development of supportive programme for families of PPG children	Development of role of Family Support Practitioner (FSP) enables parents and carers of disadvantaged children to have a

	positive bond with the school and a point of contact to support them when they need to ask questions and raise concerns. The parents/families access this support through 1-2-1 discussions with FSP or through workshops or external support offered by the FSP. All PPG children have attendance at 95%+ or they have improved attendance considering their individual needs Parent/families attendance at parent evenings is consistent and parents feel able to confidently attend whole school or small group workshops Staff liaise with parents/families on individual support plans for children and parents/families are able to positively engage with school on these
Children leave our school confident and able to build positive relationships ready for the next phase of their learning journey	Monitoring of the classrooms, pupil progress meetings and pupil voice will indicate that the disadvantaged children have a positive attitude to learning and good levels of engagement in the classroom as meets their need. They will feel welcomed, happy and safe in school. Children, as needed, will be given support from staff and peers to enable them to better self-regulate their behaviour and manage social relationships. Support programmes are developed to support children one-to-one, in small groups or as a class – these could include: nurture, small group social skills work, lunchtime clubs, access to external agencies support Children will be given every opportunity to be engaged and involved with the school community through additional activities e.g., responsibilities in Year 6, School Parliament, Digital Leaders, Eco Warriors and representing the school at sport events. Values of the school are important to them as individuals and are seen in their behaviours Children will have the opportunity attend extra-curricular clubs to broaden their experiences and represent the school at sporting and other events e.g. choir. Children continue to have access to trips, visits and events the school has as enrichment to the curriculum.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Including: teacher demonstration followed by guided practice and independent practice/guided groups in lessons/use of scaffolds to aid learning/pre-teaching/increased awareness for all staff of disadvantaged barriers and gaps in prior learning/ interleaving of learning and retrieval practice /feedback and marking at the point of learning/pupil progress meetings, book looks, learning walks will include a focus on all PP and disadvantaged children/development of oracy /teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills	High quality CPD opportunities are sort from external providers, National College, and other opportunities e.g. SLA networks and challenge reviews improve teaching and have a positive impact on PPG children. Time will be given for teachers to have CPD opportunities and to share good practice across the school. Metacognitive strategies will continue to be developed, taught and reviewed for impact in class to support the interleaving of learning e.g. quizzes, memory mapping, pre-teaching, overlearning and revisiting of concepts enables children to close any gaps between themselves and their peers. School continues to develop a writing framework approach adapted to meet the needs of all children including PP and disadvantaged children. In Maths additional approaches being implemented to support the interleaving and overlearning of maths. We use standardised tests to give us reliable data and identify key areas of strength, and areas that need to improve, with targeted intervention and first-class quality teaching. We will continue to purchase high-quality texts to support reading and phonics teaching (Little Wandle), and develop a focused reading programme across Year 2 and KS2 including Reading Buddies and reviewing our curriculum and class reader texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oracy is planned for and will be taught across all year groups and also in break out groups. Training or planning opportunities will be cascaded to all staff. <i>"What makes me enjoy talking most is that everybody's listening to you, and you are part of the world, and you feel respected and important"</i>. https://queenstreet.grouop/the-power-of-voice-oracy-as-a-tool-for-equity-through-education/ Learning is delivered in a variety of ways which enables disadvantaged children to contribute in class and engage in lessons in a more active and confident way e.g. active movement activities in class, supporting enrichment activities for PP children. https://www.activemovement.co.uk/active-movement-for-schools	1, 2, 3, 4, 5

	<i>"...some of us may need to start with bubbles of safety... when we belong and where we are encouraged or at least allowed to make a contribution, the magic happens." (Jon Alexander)</i> <i>Dan Nicholls Blog 'The disconnection of disadvantage reconnecting the disconnected'</i> PP children are focus individuals or groups for live feedback and targeted support in class, whether 1-1 or in small groups. They are prioritised for catchup and 1-1 interventions and in Pupil Progress meetings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Effective use of questioning in all learning extends thinking and oracy skills for children. Staff will ensure that parents are kept up to date with children's progress and are available to meet with parents to support them as needed.	
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Strong Phonics Programme	Our strong phonics programme is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress. School uses Little Wandle as a defined Phonics programme. Training for all staff is up to date and investment continues in reading books to accompany the scheme. Regular phonics assessments allow the close monitoring of progression and attainment in KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Oracy	Oracy activities are planned in both curriculum learning and beyond e.g. productions and family assemblies enable children to use broader vocabulary and gain confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early years oracy is planned in through the EYFS curriculum to enable children to develop their PSED Early Learning Goal. https://eyfs.info/articles.html/teaching-and-learning/exploring-oracy-in-early-years-and-its-links-to-literacy-r391/	1, 2, 3, 5

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

Budgeted cost: £12,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of digital platforms e.g. Numbots, Infinity Maths, MyMaths, and TTRockstars</i>	Investment will be continued in early numeracy using high quality digital programmes designed to develop children's number sense. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5
<i>Strong phonics programme and guided reading programme</i> <i>Focus on access and engagement in writing</i>	High level book discussion takes place through a revised guided reading programme in KS2 and Year 2. The impact of such structured questioning will be monitored in reading assessments. A new framework for writing implemented this academic year will positively impact attainment in writing, building on the revised guiding reading programme. Children have opportunities to read for pleasure e.g. library sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Older children have regular reading support groups to build upon the guided reading and book talk sessions in the classrooms. KS2 children are also heard as daily readers as needed. Reading enables confidence for children in writing and we are focused on implementing a writing framework this year to support writing in class. We are also introducing a new handwriting programme to support children in their handwriting. Being able to write confidently is another gateway to access writing and enjoy writing. School is also using technology to support children in confidently writing.	1, 2,
<i>TA led interventions in and out of class</i>	School analysis demonstrates support in one-to-one or in small groups, in or outside the classroom, has a positive impact on children being able to access learning and make progress from their own baseline. We will continue to support all identified children and at all levels of attainment through specific interventions as need indicates. This need may be behaviour dependent and so we will make planned adaptations to provision as needed (this will require additional staffing and resourcing). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1735812816	1, 2, 3, 5

	This requires further investment in resources including Widgeits, books, sensory equipment and technology which we will continue to review and update as required.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support for uniforms, trips, music lesson, After school clubs, and breakfast club. All ensuring equity for the children</i>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning PPG parents and families continue to access this financial provision.	1, 3, 4, 5
<i>In school and external therapeutic approach support if needed</i>	Children have opportunities to access nurture work (1-1 or in groups) and other therapeutic support externally e.g. alternative provision and counselling to help develop self-regulation strategies. Staff continue to review teaching and learning strategies and techniques to support children to think about and reflect on their own learning. Our focus is on cognition, meta-cognition and motivation for learning. We continue to learn from shared good practice within school and outside of school – including implementing an adaptive curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The whole school approach to behaviour is regularly cascaded down and reviewed with all staff, children, parents and Governors. We continue to focus on increasing children's emotional literacy so they can regulate their behaviours and approach to learning most effectively themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions School will invest in provision through external partners to help children understand their motivators for their behaviours.	1, 3, 4, 5
<i>Continually building relationships</i>	Understanding parents own experiences of school and their expectations of their children's journey through education can bring much needed	3, 4, 5

<i>with parents to engage them in their child's learning</i> <i>Resources to support the children at home e.g. high quality texts, resources for mathematics, digital equipment</i>	support for children when barriers to learning arise. School works closely with families to support them and their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This year we will develop the role of the Family Support Practitioner (FSP). They will enable parents and families of disadvantaged children to have an easy, collaborative and direct access into school to ask questions or raise concerns about their child's learning, attendance etc. They will provide support for parents and carers 1-2-1 or through workshops, they will also be able to reach out on behalf of families to other organisations who may be able to support them. The FSP will work closely with our attendance lead. If resources are available at home, then engagement in home learning is easier. Tasks set by teachers will be relevant to learning in class and by liaising with parents to ensure time and quiet space is available to the children to complete home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1735805402	1, 2, 3, 4, 5
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Total budgeted cost: £41,555

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 2024-2025 academic year.

The number of PPG children in our school has continued to grow over the past academic year as we have grown to two-form entry in EYFS, KS1 and Year 3.

We have successfully reached out to parents where attendance has been a concern – attendance figures for identified PPG children were not as positive as other children in 2024-2025. These identified children did have specific additional needs which impacted attendance and which the school has worked closely with parents and carers to positively address. This is particularly true where they were lower than expected levels

of attendance for some children, especially those on the SEN register or where social care were already involved with the family.

Attainment in maths for disadvantaged children in summer 2024-2025 was comparable to non-disadvantaged children. The biggest gap in maths being for children with identified additional need. In Reading and Writing the attainment of children at Greater Depth was comparable but the gap between disadvantaged and non-disadvantaged children meeting age related expectations was greater. School did during the academic year 2024-2025 review and develop its framework for writing and its approach to reading so the impact of these changes should have a positive impact on attainment gaps in the academic year 2025-2026 for disadvantaged children.

The progress made for all disadvantaged children in reading, writing and maths comparable to non-disadvantaged children.

All PPG children were given nurture support as required to support learning and mental health and well-being. Some children also had access to external agencies for support.

Children were given first choice of after-school clubs and school paid for educational visits and trips. These were paid for to ensure access to the broader curriculum and continued engagement with learning for the children.

Children moved on to secondary school confidently and additional support during transition was put in place. All the PPG children shared positive experiences about school and attending school at the end of their time here.

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

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?	In class support, some tutoring and additional pastoral support for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Children settled, happy, learning and making good progress.

Further information (optional)

Books marked first, live feedback focus

Creative curriculum that is engaging but also enquiry and knowledge based – children have access to a broad range of trips, visits and experiences to enrich their learning

Many opportunities to take on roles that increase confidence and self-esteem e.g. year 6 jobs, School Parliament members.

Senior Mental Health lead trained and implementing strategies across the school

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Farley Hill Primary
Number of pupils in school	348 (including Nusey)
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Head Teacher
Pupil premium lead	Jane Bateman Head Teacher
Governor / Trustee lead	Duncan Hamilton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£41,555

Part A: Pupil Premium Strategy Plan

Context: Farley Hill Primary school was, until 2021, a one-form entry, small-village school of 210 children with very little deprivation and few disadvantaged pupils. The school relocated in September 2021 to a new and growing residential development area and is now growing year-on-year to a full two-form entry school (440 children). In the academic year 2025-2026 we are two-form school up to Year 3 and one-form entry from Year 4 to Year 6. As a result of our changing community and intake, we now have an increased number of Pupil Premium and disadvantaged children. This number continues to grow throughout the year as new residents move in to the area and we welcome their children into our school.

Statement of intent

Note: PP refers to Pupil Premium

Farley Hill Primary school's intent is that all of our pupils, irrespective of their backgrounds or the challenges they face, feel that they belong and are welcome at our school and that they can positively engage and connect with their learning. We aim for all children to be curious, confident learners who are willing to take risks in their learning and who understand making mistakes is a positive part of the learning process.

"To feel a sense of belonging is to feel accepted, to feel seen, to feel included. to not feel belonging is to experience the precarious and insecure sense of an outsider." (Owen Eastwood)

<https://dannicholls1.com/2023/03/19/the-disconnection-of-disadvantage-reconnecting-the-disconnected/>

With this aim and whatever their experiences in life all children can achieve good outcomes making good progress in all areas of the curriculum. In addition, we focus on their own personal development through our values-based curriculum and this includes good progress for our children that are already achieving highly.

Recognising that no family's story is the same we aim to reduce all challenges children may face in accessing our curriculum and try to ensure disadvantaged children's progress is in line with non-disadvantaged children.

Principles

- For all children to grow in confidence and to engage in their learning by developing their oracy (speaking/listening) and critical thinking skills;
- We meet the needs of all children, and especially PP and disadvantaged children, through appropriate assessment of need and quality first teaching. This enables us to support children at all levels of attainment;
- Not all children receiving PP funding will have focused interventions at one time;

- To ensure there is mental health and wellbeing support for the disadvantaged children that are in need and which will enable them to build positive relationships through their life and allow them to confidently access their learning;
- We will work alongside parents so they are confident in supporting their children while they are at school including ensuring good attendance. This gives parents opportunities to develop positive relationships with our school community;
- To enable support for uniforms, school trips and events to make sure no child misses out.

Objectives:

- Staff have access to good CPD which will give them wide-ranging strategies to support the children in the classroom and help them to understand any specific challenges faced by disadvantaged children;
- Children's academic needs are identified by formative and summative assessment and PP and disadvantaged children are monitored throughout the year enabling clear and targeted interventions for those children who need it;
- Effective curriculum adaptation enables the learning to be relevant, engaging and accessible for all. Our aim is to narrow the attainment gap between advantaged and disadvantaged children, especially in core subjects e.g. maths and English
- Support all children's health and wellbeing to enable them to access learning at an appropriate level;
- Liaise closely with the parents and carers to support the family alongside the child.
- Ensure our children understand the values we have in school and the TEAM (Together Everyone Achieves More) ethos.
- Raise all children's self-esteem, confidence and resilience through our nurturing environment and behaviour management programme.

What we can provide as a school may change according to the needs and support required by our PP and disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Supporting PP children with many intersections of need e.g. SEN, EAL to realise their potential in the classroom by engaging with learning and understanding how to motivate themselves to learn
2	Attainment and progress in reading and writing

	Although some progress has been made in closing the gap in some disadvantaged children's attainment, a number of children still need to make more progress. Some of these children have a variety of needs which need to be supported before progress in reading and writing can show attainment in line with their peers.
3	Ensuring attendance for some disadvantaged children meets expectations for the whole school as this will have a positive impact on their learning.
4	Ensuring parents and families of disadvantaged children feel happy and confident to support their children and to liaise with school about their children's learning and emotional well-being.
5	It is apparent from monitoring and pupil voice that emotional well-being support is important for the children themselves ensuring they have access to a range of experiences to enable them to develop resilience, perseverance and independence in their life and their learning.

Intended outcomes

This section explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure consistent and enhanced progress for disadvantaged children	Identified children meet age related expectations Identified children, for example children with additional need, are making progress Identified children exceed age related expectations Quality first teaching and 1-2-1 or small group tutoring or interventions have an impact on attainment Early identification of need ensures any special education support is identified and implemented effectively. School reaches out to external agencies for support as required. Curriculum and learning support programmes are in place for phonics, reading and maths which enable improved outcomes for those identified Focus on oracy and critical thinking skills to develop disadvantaged children's confidence so they are more readily able to engage in the classroom including having roles in group discussions and Talk Partner roles. CPD for staff shares good practices and enables support for children in the classroom in both learning and emotional well-being Moderation and assessment of learning is strong and accurate enabling appropriate interventions and support to be put in place Attendance has improved if previously identified as a concern
Development of supportive programme for families of PPG children	Development of role of Family Support Practitioner (FSP) enables parents and carers of disadvantaged children to have a

	positive bond with the school and a point of contact to support them when they need to ask questions and raise concerns. The parents/families access this support through 1-2-1 discussions with FSP or through workshops or external support offered by the FSP. All PPG children have attendance at 95%+ or they have improved attendance considering their individual needs Parent/families attendance at parent evenings is consistent and parents feel able to confidently attend whole school or small group workshops Staff liaise with parents/families on individual support plans for children and parents/families are able to positively engage with school on these
Children leave our school confident and able to build positive relationships ready for the next phase of their learning journey	Monitoring of the classrooms, pupil progress meetings and pupil voice will indicate that the disadvantaged children have a positive attitude to learning and good levels of engagement in the classroom as meets their need. They will feel welcomed, happy and safe in school. Children, as needed, will be given support from staff and peers to enable them to better self-regulate their behaviour and manage social relationships. Support programmes are developed to support children one-to-one, in small groups or as a class – these could include: nurture, small group social skills work, lunchtime clubs, access to external agencies support Children will be given every opportunity to be engaged and involved with the school community through additional activities e.g., responsibilities in Year 6, School Parliament, Digital Leaders, Eco Warriors and representing the school at sport events. Values of the school are important to them as individuals and are seen in their behaviours Children will have the opportunity attend extra-curricular clubs to broaden their experiences and represent the school at sporting and other events e.g. choir. Children continue to have access to trips, visits and events the school has as enrichment to the curriculum.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Including: teacher demonstration followed by guided practice and independent practice/guided groups in lessons/use of scaffolds to aid learning/pre-teaching/increased awareness for all staff of disadvantaged barriers and gaps in prior learning/ interleaving of learning and retrieval practice /feedback and marking at the point of learning/pupil progress meetings, book looks, learning walks will include a focus on all PP and disadvantaged children/development of oracy /teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills	High quality CPD opportunities are sort from external providers, National College, and other opportunities e.g. SLA networks and challenge reviews improve teaching and have a positive impact on PPG children. Time will be given for teachers to have CPD opportunities and to share good practice across the school. Metacognitive strategies will continue to be developed, taught and reviewed for impact in class to support the interleaving of learning e.g. quizzes, memory mapping, pre-teaching, overlearning and revisiting of concepts enables children to close any gaps between themselves and their peers. School continues to develop a writing framework approach adapted to meet the needs of all children including PP and disadvantaged children. In Maths additional approaches being implemented to support the interleaving and overlearning of maths. We use standardised tests to give us reliable data and identify key areas of strength, and areas that need to improve, with targeted intervention and first-class quality teaching. We will continue to purchase high-quality texts to support reading and phonics teaching (Little Wandle), and develop a focused reading programme across Year 2 and KS2 including Reading Buddies and reviewing our curriculum and class reader texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oracy is planned for and will be taught across all year groups and also in break out groups. Training or planning opportunities will be cascaded to all staff. <i>"What makes me enjoy talking most is that everybody's listening to you, and you are part of the world, and you feel respected and important"</i>. https://queenstreet.grouop/the-power-of-voice-oracy-as-a-tool-for-equity-through-education/ Learning is delivered in a variety of ways which enables disadvantaged children to contribute in class and engage in lessons in a more active and confident way e.g. active movement activities in class, supporting enrichment activities for PP children. https://www.activemovement.co.uk/active-movement-for-schools	1, 2, 3, 4, 5

	<i>"...some of us may need to start with bubbles of safety... when we belong and where we are encouraged or at least allowed to make a contribution, the magic happens." (Jon Alexander)</i> <i>Dan Nicholls Blog 'The disconnection of disadvantage reconnecting the disconnected'</i> PP children are focus individuals or groups for live feedback and targeted support in class, whether 1-1 or in small groups. They are prioritised for catchup and 1-1 interventions and in Pupil Progress meetings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Effective use of questioning in all learning extends thinking and oracy skills for children. Staff will ensure that parents are kept up to date with children's progress and are available to meet with parents to support them as needed.	
Support staff well-trained through continuous CPD	High quality support staff work with children and have a positive impact on progress and engagement with learning. We have individual HLTAs leading SALT and Nurture inventions across the school to support learning of identified PP children. TAs are used across the school to support specific interventions e.g. nurture groups for identified children, reading groups and maths groups. TA support in class is focused on targeted children requiring support or challenge which includes Disadvantaged children. EEF +6 months Staff will continue to be trained to deliver specific interventions e.g. Speech and Language e.g. SALT interventions. School will support further training through outreach programmes in autism, colourful semantics etc. through local educational partners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group intervention work occurs daily to support learning in maths and English https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Year groups plan TA support for children during their learning – adapting learning as needed to enable children to access it effectively.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions SENDCo and TAs will run Sensory Circuits to support children when entering school to get ready for learning – includes PP children as needed. https://www.childrenschoicetherapy.co.uk/sensory-circuits/ Support staff are trained and run additional provision that disadvantaged children can access such as lunchtime Calm clubs or calm areas on the playground that focus on providing a relaxing environment for children, often through activities like mindfulness, quiet crafts, and low-stimulation games. These clubs help manage post-lunch transitions, improve behaviour, and support students who may find noisy, unstructured play overwhelming.	
Strong Phonics Programme	Our strong phonics programme is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress. School uses Little Wandle as a defined Phonics programme. Training for all staff is up to date and investment continues in reading books to accompany the scheme. Regular phonics assessments allow the close monitoring of progression and attainment in KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Oracy	Oracy activities are planned in both curriculum learning and beyond e.g. productions and family assemblies enable children to use broader vocabulary and gain confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early years oracy is planned in through the EYFS curriculum to enable children to develop their PSED Early Learning Goal. https://eyfs.info/articles.html/teaching-and-learning/exploring-oracy-in-early-years-and-its-links-to-literacy-r391/	1, 2, 3, 5

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

Budgeted cost: £12,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of digital platforms e.g. Numbots, Infinity Maths, MyMaths, and TTRockstars</i>	Investment will be continued in early numeracy using high quality digital programmes designed to develop children's number sense. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5
<i>Strong phonics programme and guided reading programme</i> <i>Focus on access and engagement in writing</i>	High level book discussion takes place through a revised guided reading programme in KS2 and Year 2. The impact of such structured questioning will be monitored in reading assessments. A new framework for writing implemented this academic year will positively impact attainment in writing, building on the revised guiding reading programme. Children have opportunities to read for pleasure e.g. library sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Older children have regular reading support groups to build upon the guided reading and book talk sessions in the classrooms. KS2 children are also heard as daily readers as needed. Reading enables confidence for children in writing and we are focused on implementing a writing framework this year to support writing in class. We are also introducing a new handwriting programme to support children in their handwriting. Being able to write confidently is another gateway to access writing and enjoy writing. School is also using technology to support children in confidently writing.	1, 2,
<i>TA led interventions in and out of class</i>	School analysis demonstrates support in one-to-one or in small groups, in or outside the classroom, has a positive impact on children being able to access learning and make progress from their own baseline. We will continue to support all identified children and at all levels of attainment through specific interventions as need indicates. This need may be behaviour dependent and so we will make planned adaptations to provision as needed (this will require additional staffing and resourcing). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1735812816	1, 2, 3, 5

	This requires further investment in resources including Widgeits, books, sensory equipment and technology which we will continue to review and update as required.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support for uniforms, trips, music lesson, After school clubs, and breakfast club. All ensuring equity for the children</i>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning PPG parents and families continue to access this financial provision.	1, 3, 4, 5
<i>In school and external therapeutic approach support if needed</i>	Children have opportunities to access nurture work (1-1 or in groups) and other therapeutic support externally e.g. alternative provision and counselling to help develop self-regulation strategies. Staff continue to review teaching and learning strategies and techniques to support children to think about and reflect on their own learning. Our focus is on cognition, meta-cognition and motivation for learning. We continue to learn from shared good practice within school and outside of school – including implementing an adaptive curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The whole school approach to behaviour is regularly cascaded down and reviewed with all staff, children, parents and Governors. We continue to focus on increasing children's emotional literacy so they can regulate their behaviours and approach to learning most effectively themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions School will invest in provision through external partners to help children understand their motivators for their behaviours.	1, 3, 4, 5
<i>Continually building relationships</i>	Understanding parents own experiences of school and their expectations of their children's journey through education can bring much needed	3, 4, 5

<i>with parents to engage them in their child's learning</i> <i>Resources to support the children at home e.g. high quality texts, resources for mathematics, digital equipment</i>	support for children when barriers to learning arise. School works closely with families to support them and their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This year we will develop the role of the Family Support Practitioner (FSP). They will enable parents and families of disadvantaged children to have an easy, collaborative and direct access into school to ask questions or raise concerns about their child's learning, attendance etc. They will provide support for parents and carers 1-2-1 or through workshops, they will also be able to reach out on behalf of families to other organisations who may be able to support them. The FSP will work closely with our attendance lead. If resources are available at home, then engagement in home learning is easier. Tasks set by teachers will be relevant to learning in class and by liaising with parents to ensure time and quiet space is available to the children to complete home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1735805402	1, 2, 3, 4, 5
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Total budgeted cost: £41,555

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 2024-2025 academic year.

The number of PPG children in our school has continued to grow over the past academic year as we have grown to two-form entry in EYFS, KS1 and Year 3.

We have successfully reached out to parents where attendance has been a concern – attendance figures for identified PPG children were not as positive as other children in 2024-2025. These identified children did have specific additional needs which impacted attendance and which the school has worked closely with parents and carers to positively address. This is particularly true where they were lower than expected levels

of attendance for some children, especially those on the SEN register or where social care were already involved with the family.

Attainment in maths for disadvantaged children in summer 2024-2025 was comparable to non-disadvantaged children. The biggest gap in maths being for children with identified additional need. In Reading and Writing the attainment of children at Greater Depth was comparable but the gap between disadvantaged and non-disadvantaged children meeting age related expectations was greater. School did during the academic year 2024-2025 review and develop its framework for writing and its approach to reading so the impact of these changes should have a positive impact on attainment gaps in the academic year 2025-2026 for disadvantaged children.

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Service pupil premium funding (optional)

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Measure	Details
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How did you spend your service pupil premium allocation last academic year?	In class support, some tutoring and additional pastoral support for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Children settled, happy, learning and making good progress.

Further information (optional)

Books marked first, live feedback focus

Creative curriculum that is engaging but also enquiry and knowledge based – children have access to a broad range of trips, visits and experiences to enrich their learning

Many opportunities to take on roles that increase confidence and self-esteem e.g. year 6 jobs, School Parliament members.

Senior Mental Health lead trained and implementing strategies across the school

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Farley Hill Primary
Number of pupils in school	348 (including N Nursery)
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Head Teacher
Pupil premium lead	Jane Bateman Head Teacher
Governor / Trustee lead	Duncan Hamilton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£41,555

Part A: Pupil Premium Strategy Plan

Context: Farley Hill Primary school was, until 2021, a one-form entry, small-village school of 210 children with very little deprivation and few disadvantaged pupils. The school relocated in September 2021 to a new and growing residential development area and is now growing year-on-year to a full two-form entry school (440 children). In the academic year 2025-2026 we are two-form school up to Year 3 and one-form entry from Year 4 to Year 6. As a result of our changing community and intake, we now have an increased number of Pupil Premium and disadvantaged children. This number continues to grow throughout the year as new residents move in to the area and we welcome their children into our school.

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"To feel a sense of belonging is to feel accepted, to feel seen, to feel included. to not feel belonging is to experience the precarious and insecure sense of an outsider." (Owen Eastwood)

<https://dannicholls1.com/2023/03/19/the-disconnection-of-disadvantage-reconnecting-the-disconnected/>

With this aim and whatever their experiences in life all children can achieve good outcomes making good progress in all areas of the curriculum. In addition, we focus on their own personal development through our values-based curriculum and this includes good progress for our children that are already achieving highly.

Recognising that no family's story is the same we aim to reduce all challenges children may face in accessing our curriculum and try to ensure disadvantaged children's progress is in line with non-disadvantaged children.

Principles

- For all children to grow in confidence and to engage in their learning by developing their oracy (speaking/listening) and critical thinking skills;
- We meet the needs of all children, and especially PP and disadvantaged children, through appropriate assessment of need and quality first teaching. This enables us to support children at all levels of attainment;
- Not all children receiving PP funding will have focused interventions at one time;

- To ensure there is mental health and wellbeing support for the disadvantaged children that are in need and which will enable them to build positive relationships through their life and allow them to confidently access their learning;
- We will work alongside parents so they are confident in supporting their children while they are at school including ensuring good attendance. This gives parents opportunities to develop positive relationships with our school community;
- To enable support for uniforms, school trips and events to make sure no child misses out.

Objectives:

- Staff have access to good CPD which will give them wide-ranging strategies to support the children in the classroom and help them to understand any specific challenges faced by disadvantaged children;
- Children's academic needs are identified by formative and summative assessment and PP and disadvantaged children are monitored throughout the year enabling clear and targeted interventions for those children who need it;
- Effective curriculum adaptation enables the learning to be relevant, engaging and accessible for all. Our aim is to narrow the attainment gap between advantaged and disadvantaged children, especially in core subjects e.g. maths and English
- Support all children's health and wellbeing to enable them to access learning at an appropriate level;
- Liaise closely with the parents and carers to support the family alongside the child.
- Ensure our children understand the values we have in school and the TEAM (Together Everyone Achieves More) ethos.
- Raise all children's self-esteem, confidence and resilience through our nurturing environment and behaviour management programme.

What we can provide as a school may change according to the needs and support required by our PP and disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Supporting PP children with many intersections of need e.g. SEN, EAL to realise their potential in the classroom by engaging with learning and understanding how to motivate themselves to learn
2	Attainment and progress in reading and writing

	Although some progress has been made in closing the gap in some disadvantaged children's attainment, a number of children still need to make more progress. Some of these children have a variety of needs which need to be supported before progress in reading and writing can show attainment in line with their peers.
3	Ensuring attendance for some disadvantaged children meets expectations for the whole school as this will have a positive impact on their learning.
4	Ensuring parents and families of disadvantaged children feel happy and confident to support their children and to liaise with school about their children's learning and emotional well-being.
5	It is apparent from monitoring and pupil voice that emotional well-being support is important for the children themselves ensuring they have access to a range of experiences to enable them to develop resilience, perseverance and independence in their life and their learning.

Intended outcomes

This section explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure consistent and enhanced progress for disadvantaged children	Identified children meet age related expectations Identified children, for example children with additional need, are making progress Identified children exceed age related expectations Quality first teaching and 1-2-1 or small group tutoring or interventions have an impact on attainment Early identification of need ensures any special education support is identified and implemented effectively. School reaches out to external agencies for support as required. Curriculum and learning support programmes are in place for phonics, reading and maths which enable improved outcomes for those identified Focus on oracy and critical thinking skills to develop disadvantaged children's confidence so they are more readily able to engage in the classroom including having roles in group discussions and Talk Partner roles. CPD for staff shares good practices and enables support for children in the classroom in both learning and emotional well-being Moderation and assessment of learning is strong and accurate enabling appropriate interventions and support to be put in place Attendance has improved if previously identified as a concern
Development of supportive programme for families of PPG children	Development of role of Family Support Practitioner (FSP) enables parents and carers of disadvantaged children to have a

	positive bond with the school and a point of contact to support them when they need to ask questions and raise concerns. The parents/families access this support through 1-2-1 discussions with FSP or through workshops or external support offered by the FSP. All PPG children have attendance at 95%+ or they have improved attendance considering their individual needs Parent/families attendance at parent evenings is consistent and parents feel able to confidently attend whole school or small group workshops Staff liaise with parents/families on individual support plans for children and parents/families are able to positively engage with school on these
Children leave our school confident and able to build positive relationships ready for the next phase of their learning journey	Monitoring of the classrooms, pupil progress meetings and pupil voice will indicate that the disadvantaged children have a positive attitude to learning and good levels of engagement in the classroom as meets their need. They will feel welcomed, happy and safe in school. Children, as needed, will be given support from staff and peers to enable them to better self-regulate their behaviour and manage social relationships. Support programmes are developed to support children one-to-one, in small groups or as a class – these could include: nurture, small group social skills work, lunchtime clubs, access to external agencies support Children will be given every opportunity to be engaged and involved with the school community through additional activities e.g., responsibilities in Year 6, School Parliament, Digital Leaders, Eco Warriors and representing the school at sport events. Values of the school are important to them as individuals and are seen in their behaviours Children will have the opportunity attend extra-curricular clubs to broaden their experiences and represent the school at sporting and other events e.g. choir. Children continue to have access to trips, visits and events the school has as enrichment to the curriculum.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Including: teacher demonstration followed by guided practice and independent practice/guided groups in lessons/use of scaffolds to aid learning/pre-teaching/increased awareness for all staff of disadvantaged barriers and gaps in prior learning/ interleaving of learning and retrieval practice /feedback and marking at the point of learning/pupil progress meetings, book looks, learning walks will include a focus on all PP and disadvantaged children/development of oracy /teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills	High quality CPD opportunities are sort from external providers, National College, and other opportunities e.g. SLA networks and challenge reviews improve teaching and have a positive impact on PPG children. Time will be given for teachers to have CPD opportunities and to share good practice across the school. Metacognitive strategies will continue to be developed, taught and reviewed for impact in class to support the interleaving of learning e.g. quizzes, memory mapping, pre-teaching, overlearning and revisiting of concepts enables children to close any gaps between themselves and their peers. School continues to develop a writing framework approach adapted to meet the needs of all children including PP and disadvantaged children. In Maths additional approaches being implemented to support the interleaving and overlearning of maths. We use standardised tests to give us reliable data and identify key areas of strength, and areas that need to improve, with targeted intervention and first-class quality teaching. We will continue to purchase high-quality texts to support reading and phonics teaching (Little Wandle), and develop a focused reading programme across Year 2 and KS2 including Reading Buddies and reviewing our curriculum and class reader texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oracy is planned for and will be taught across all year groups and also in break out groups. Training or planning opportunities will be cascaded to all staff. <i>"What makes me enjoy talking most is that everybody's listening to you, and you are part of the world, and you feel respected and important"</i>. https://queenstreet.groupp/the-power-of-voice-oracy-as-a-tool-for-equity-through-education/ Learning is delivered in a variety of ways which enables disadvantaged children to contribute in class and engage in lessons in a more active and confident way e.g. active movement activities in class, supporting enrichment activities for PP children. https://www.activemovement.co.uk/active-movement-for-schools	1, 2, 3, 4, 5

	“...some of us may need to start with bubbles of safety... when we belong and where we are encouraged or at least allowed to make a contribution, the magic happens.” (Jon Alexander) <i>Dan Nicholls Blog ‘The disconnection of disadvantage reconnecting the disconnected’</i> PP children are focus individuals or groups for live feedback and targeted support in class, whether 1-1 or in small groups. They are prioritised for catchup and 1-1 interventions and in Pupil Progress meetings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Effective use of questioning in all learning extends thinking and oracy skills for children. Staff will ensure that parents are kept up to date with children’s progress and are available to meet with parents to support them as needed.	
Support staff well-trained through continuous CPD	High quality support staff work with children and have a positive impact on progress and engagement with learning. We have individual HLTAs leading SALT and Nurture inventions across the school to support learning of identified PP children. TAs are used across the school to support specific interventions e.g. nurture groups for identified children, reading groups and maths groups. TA support in class is focused on targeted children requiring support or challenge which includes Disadvantaged children. EEF +6 months Staff will continue to be trained to deliver specific interventions e.g. Speech and Language e.g. SALT interventions. School will support further training through outreach programmes in autism, colourful semantics etc. through local educational partners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group intervention work occurs daily to support learning in maths and English https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Year groups plan TA support for children during their learning – adapting learning as needed to enable children to access it effectively.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions SENDCo and TAs will run Sensory Circuits to support children when entering school to get ready for learning – includes PP children as needed. https://www.childrenschoicetherapy.co.uk/sensory-circuits/ Support staff are trained and run additional provision that disadvantaged children can access such as lunchtime Calm clubs or calm areas on the playground that focus on providing a relaxing environment for children, often through activities like mindfulness, quiet crafts, and low-stimulation games. These clubs help manage post-lunch transitions, improve behaviour, and support students who may find noisy, unstructured play overwhelming.	
Strong Phonics Programme	Our strong phonics programme is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress. School uses Little Wandle as a defined Phonics programme. Training for all staff is up to date and investment continues in reading books to accompany the scheme. Regular phonics assessments allow the close monitoring of progression and attainment in KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Oracy	Oracy activities are planned in both curriculum learning and beyond e.g. productions and family assemblies enable children to use broader vocabulary and gain confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early years oracy is planned in through the EYFS curriculum to enable children to develop their PSED Early Learning Goal. https://eyfs.info/articles.html/teaching-and-learning/exploring-oracy-in-early-years-and-its-links-to-literacy-r391/	1, 2, 3, 5

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

Budgeted cost: £12,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of digital platforms e.g. Numbots, Infinity Maths, MyMaths, and TTRockstars</i>	Investment will be continued in early numeracy using high quality digital programmes designed to develop children's number sense. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5
<i>Strong phonics programme and guided reading programme</i> <i>Focus on access and engagement in writing</i>	High level book discussion takes place through a revised guided reading programme in KS2 and Year 2. The impact of such structured questioning will be monitored in reading assessments. A new framework for writing implemented this academic year will positively impact attainment in writing, building on the revised guiding reading programme. Children have opportunities to read for pleasure e.g. library sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Older children have regular reading support groups to build upon the guided reading and book talk sessions in the classrooms. KS2 children are also heard as daily readers as needed. Reading enables confidence for children in writing and we are focused on implementing a writing framework this year to support writing in class. We are also introducing a new handwriting programme to support children in their handwriting. Being able to write confidently is another gateway to access writing and enjoy writing. School is also using technology to support children in confidently writing.	1, 2,
<i>TA led interventions in and out of class</i>	School analysis demonstrates support in one-to-one or in small groups, in or outside the classroom, has a positive impact on children being able to access learning and make progress from their own baseline. We will continue to support all identified children and at all levels of attainment through specific interventions as need indicates. This need may be behaviour dependent and so we will make planned adaptations to provision as needed (this will require additional staffing and resourcing). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1735812816	1, 2, 3, 5

	This requires further investment in resources including Widgeits, books, sensory equipment and technology which we will continue to review and update as required.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support for uniforms, trips, music lesson, After school clubs, and breakfast club. All ensuring equity for the children</i>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning PPG parents and families continue to access this financial provision.	1, 3, 4, 5
<i>In school and external therapeutic approach support if needed</i>	Children have opportunities to access nurture work (1-1 or in groups) and other therapeutic support externally e.g. alternative provision and counselling to help develop self-regulation strategies. Staff continue to review teaching and learning strategies and techniques to support children to think about and reflect on their own learning. Our focus is on cognition, meta-cognition and motivation for learning. We continue to learn from shared good practice within school and outside of school – including implementing an adaptive curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The whole school approach to behaviour is regularly cascaded down and reviewed with all staff, children, parents and Governors. We continue to focus on increasing children's emotional literacy so they can regulate their behaviours and approach to learning most effectively themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions School will invest in provision through external partners to help children understand their motivators for their behaviours.	1, 3, 4, 5
<i>Continually building relationships</i>	Understanding parents own experiences of school and their expectations of their children's journey through education can bring much needed	3, 4, 5

<i>with parents to engage them in their child's learning</i>	support for children when barriers to learning arise. School works closely with families to support them and their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This year we will develop the role of the Family Support Practitioner (FSP). They will enable parents and families of disadvantaged children to have an easy, collaborative and direct access into school to ask questions or raise concerns about their child's learning, attendance etc. They will provide support for parents and carers 1-2-1 or through workshops, they will also be able to reach out on behalf of families to other organisations who may be able to support them. The FSP will work closely with our attendance lead. If resources are available at home, then engagement in home learning is easier. Tasks set by teachers will be relevant to learning in class and by liaising with parents to ensure time and quiet space is available to the children to complete home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1735805402	1, 2, 3, 4, 5
<i>Resources to support the children at home e.g. high quality texts, resources for mathematics, digital equipment</i>		

Total budgeted cost: £41,555

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 2024-2025 academic year.

The number of PPG children in our school has continued to grow over the past academic year as we have grown to two-form entry in EYFS, KS1 and Year 3.

We have successfully reached out to parents where attendance has been a concern – attendance figures for identified PPG children were not as positive as other children in 2024-2025. These identified children did have specific additional needs which impacted attendance and which the school has worked closely with parents and carers to positively address. This is particularly true where they were lower than expected levels

of attendance for some children, especially those on the SEN register or where social care were already involved with the family.

Attainment in maths for disadvantaged children in summer 2024-2025 was comparable to non-disadvantaged children. The biggest gap in maths being for children with identified additional need. In Reading and Writing the attainment of children at Greater Depth was comparable but the gap between disadvantaged and non-disadvantaged children meeting age related expectations was greater. School did during the academic year 2024-2025 review and develop its framework for writing and its approach to reading so the impact of these changes should have a positive impact on attainment gaps in the academic year 2025-2026 for disadvantaged children.

The progress made for all disadvantaged children in reading, writing and maths comparable to non-disadvantaged children.

All PPG children were given nurture support as required to support learning and mental health and well-being. Some children also had access to external agencies for support.

Children were given first choice of after-school clubs and school paid for educational visits and trips. These were paid for to ensure access to the broader curriculum and continued engagement with learning for the children.

Children moved on to secondary school confidently and additional support during transition was put in place. All the PPG children shared positive experiences about school and attending school at the end of their time here.

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	In class support, some tutoring and additional pastoral support for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Children settled, happy, learning and making good progress.

Further information (optional)

Books marked first, live feedback focus

Creative curriculum that is engaging but also enquiry and knowledge based – children have access to a broad range of trips, visits and experiences to enrich their learning

Many opportunities to take on roles that increase confidence and self-esteem e.g. year 6 jobs, School Parliament members.

Senior Mental Health lead trained and implementing strategies across the school