

# Pupil premium strategy statement – Farnsfield St Michael's CofE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	9.6%
Proportion (%) of pupils eligible for service pupil premium	0.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	1 year 2025-26
Date this statement was published	16 <sup>th</sup> December 2025
Date on which it will be reviewed	31 <sup>st</sup> October 2026
Statement authorised by	Louise Carpenter
Pupil premium lead	Deb Taylor
Governor lead	Helen Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35,760

# Part A: Pupil premium strategy plan

## Statement of intent

At Farnsfield St. Michael's our aim is to offer all children the best possible access to a rich curriculum and the ability to engage positively in learning. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for our curriculum. Our approach will be responsive to common challenges and individual needs, rooted in assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils flourish.

Our ultimate objectives are:

- *Every child can take part in our extra-curricular activities such as residential, trips and clubs.*
- *Every child has access to a healthy diet through school milk, morning snacks and fruit.*
- *Barriers to learning are broken down.*
- *Children's emotional needs are met, in order for them to engage in a full school life.*

The key principles of our plan are that:

- *Good relationships are built between pupils and adults within our school*
- *We have a good understanding of the needs of individual children and how best to support them to reach their potential.*
- *All children receive QFT throughout the school*
- *We promote a safe and caring environment, where all children want to come to school.*

## Challenges

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

Challenge number	Detail of challenge
1	Our assessment tools (Strengths and Difficulties assessment) in school show that we have a number of pupils who have social and emotional needs (some linked to attachment), some of these are due to lack of experiences, adaption and SEND needs that lead to limitations on family outings and experiences.
2	Assessment show that a number of our pupils, even more so with the lack of support from SALT during previous years, are suffering with speech language and communication needs. This is impacting early phonics and early writing.
3	Our reading assessments show that a number of our more disadvantaged pupils due to a limited range of life experiences struggle with their reading comprehension and ability to make connections with books, characters and experiences that they have not had themselves. This has impacted on reading comprehension/reading age.
4	From observations, we can see that a number of our PP children struggle with a readiness to learn, they need support to sit well for extended periods of time, activities altered to meet their needs and some emotional and sensory support.
5	Our attendance data shows that for a number of our PP children there are gaps in learning due to low attendance.
6	The current financial strain that many families are under due to the national cost of living are impacting their ability to fund trips and residential visits for their children. This means that parents and children can feel pressure to enable attendance on these key curriculum enhancements and personal development opportunities.

## Intended outcomes

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

Intended outcome	Success criteria
Increased positive social interactions	Pupils are able to overcome barriers/ challenged in relationships independently. This will be shown on our termly Strengths and Difficulties assessments and through observations of pupils within the classroom.
Progress in reading	Pupils make progress in line with their peers, including in Phonics.
Increased understanding of language	Assessments such as the BPVS, WellComm and York reading assessment show that our children have increased their understanding of language.

Increased well being and emotional language	Observations of pupils show that they are more settled and readier to learn and also an increase in attendance for named pupils, these will be known to class teachers and SLT for monitoring.
Improvement in behaviour for learning	Relationships lead to a greater engagement in learning and higher standards in behaviour and work outcomes. Assessment tools such as Strengths & Difficulties and tracking by class teachers and the Personal Development and Behaviour and Attitudes leads should indicate an improvement.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Phonics, reading and writing approaches	Offering children, a rich range of texts, offers greater experiences and increases the children's vocabulary. <a href="#">Phonics   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2, 3, 4
QFT a focus on improving teaching and learning through Rosenshine's Principles	These principles embedded in T&L are shown to have a high impact on pupil progress. <a href="#">Collaborative learning approaches   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="#">Feedback   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="#">Individualised instruction   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="#">Mastery learning   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2, 4, 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions	Low cost, high impact supporting both reading progress and writing. <a href="#">Reading comprehension strategies   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2, 3 ,4
Maths interventions	Focused group interventions are shown to have a high impact, this involves pre-teaching and post- teaching. <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> ( <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> ) <a href="#">KS2 KS3 Maths Guidance 2017.pdf</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	4, 6
Phonics/SLCN support	Oral language interventions are shown to support good progress in learning, especially within reading and writing. <a href="#">Oral language interventions   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2,5

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

Budgeted cost: £15,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups	Focus on self-regulation is shown to have a high impact on learning. Targeted behaviour and emotional well being approaches show that they can impact on classroom focus etc. <a href="#">Behaviour interventions   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="#">EEF Social and Emotional Learning.pdf</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,5
Foresters	Outdoor adventure learning shows a moderate level of progress for pupils. It also supports emotional wellbeing and mental health. Both behavioural and social emotional learning can support classroom progress.	1,2,3,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/reviews/Outdoor-adventure-learning">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/reviews/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	
School visits and residential	Life experiences that can feed into reading and writing can have a high impact- writing with a purpose.	1,3,5
Morning hot snacks and drink	Supporting a healthy diet and ensuring children aren't hungry enables them to be ready to engage in learning.	5
After school clubs	Exercise and keeping healthy to support general health and well being.	1,3,5

**Total budgeted cost: £35,760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil Premium children have continued to have mastery style Maths and quality first teaching across all phases, including intervention as and when relevant to support pupils' learning and understanding.

Quality first teaching was seen throughout the whole school via learning walks and observations. This has improved further by the embedding of Rosenshine's Principles, which SLT and Mitre Trust reviews show has enabled a high standard of teaching and learning for all learners.

PP children are targeted in class through quality questioning, stretch and challenge activities and targeted support where required.

Our Mitre reviews showed that outcomes and provision for all pupils is very good.

Financial support was available for trips and residential. This was used in trips to York, Hagg Farm, Boggle Hole, Haughton Farm Park, Brackenhurst and The Holocaust Centre, as well as a camp on the school field for Y2 pupils. Outside providers that came into school were also supported, including a historical workshop. All PP children took part in all residential and visits which enhanced both their learning and their life experiences.

PP children who required support outside the classroom for emotional and well being needs were met through our in house offer of ELSA, Nurture, Foresters and Draw and Talk. In addition SEMH provisions 'Brighter Futures Through Sport' and 'Watch Me Rise' were run by external providers and benefitted our PP children.

Writing remained a SIP target and PP children were targeted in interventions and through quality first teaching.

The use of reading volunteers, targeted support in Guided Reading lessons and TA interventions enabled good outcomes for PP children in end of year assessments for Reading and Phonics.

End of KS2 outcomes for Year 6 pupils in receipt of PP were 25% achieving age related expectation in Reading and Writing, and 25% achieved greater depth in Maths. Although not all children achieved age related expectations, they all made accelerated progress between KS1 and KS2.

Continued implementation of the relationships policy across the whole school has enabled PP children to manage and regulate their emotions and behaviour more positively, so that they are calm and ready to learn. More provision has been made

available at break and lunchtimes to support children during unstructured times, which then ensures they are calm when they come back into class.

## Externally provided programmes

Programme	Provider
Brighter Futures Through Sport	Canoville Coaching
Watch Me Rise	Next Level Sports

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Service premium children accessed our emotional wellbeing programmes, such as Draw and Talk and Foresters. They also benefitted from six weeks of 1:1 academic intervention where appropriate, enabling them to reach or exceed their personal targets.
The impact of that spending on service pupil premium eligible pupils
These pupils are able to manage their emotions in a positive way to enable them to be happy and ready to learn. They all achieved age related expectations in end of year assessments, and in some cases exceeded these.