

Farndon Primary School

Narrowing the gap; unlocking the potential...

Impact Review of Pupil Premium Expenditure to 2023 – 24

Number of pupils and pupil premium grant (PPG) received: Academic Year 2023 / 24

Total number of pupils on roll	280
Total number of pupils Free School Meal (Census 27 pupils)	41 (£1385)
National Tutoring Programme (£67.50 per eligible pupil)	£2767.50
Total Pupils eligible for Armed Services Ever 4	2 (£320 per pupil)
Virtual Headteacher (contribution for mental health)	£0
Post Looked After	5 in total
Recovery Premium	£5112
School Led Tutoring	£3046
Total budget for this academic year	£83,328
Publish Date	September 2023
Review Dates	Jan 24 / April 24

Phonics Year 1 FSM Analysis

	All Pupils			FSM Pupils	
% of pupils achieving a pass	2024	2023	2024	2023	2023
		30	44	3	5
	97%	75%	66%	100%	
Average Score (other)	37.1	32	28.66	36	
National Figures	2024	2023	2024	2023	
	80%	79%	68%	66%	

Reception Analysis for FSM: Whole class: 39 pupils FSM: 5 pupils

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Literacy												Maths						GLD		
Fine Motor			Comprehension			Word Read			Writing			Number			Pattern					
Other	FSM	National	Other	FSM	National	Other	FSM	National	Other	FSM	National	Other	FSM	National	Other	FSM	National	Other	FSM	National
97%	100%	85%	97%	100%	80%	79%	80%	75%	79%	80%	69%	88%	80%	78%	88%	80%	78%	76%	80%	68%

Year 2 Reading SATs analysis

Other pupils (-6 pupils below ARE)			FSM School (5 pupils)			National (2023)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
73%	19%	101.32	80%	20%	104.4	68%	19%	

Year 2 Writing SATs analysis

Other pupils (-3 pupils below ARE)			FSM School (5 pupils)			National (2023)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
50%	10%		40%	0%		60%	8%	

Year 2 Maths SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (5 pupils)			National (2023)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
76%	27%	103.51	100%	0%	102.8	70%	16%	

Year 6 Reading SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (5 pupils)			National (2024)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
70%	18%	103.81	60%	0%	99.8	74%	28%	105.0

Year 6 SPAG SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (5 pupils)			National (2024)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
74%	30%	104.51	60%	0%	99.2	72%	32%	105.0

Year 6 Maths SATs analysis

Other pupils (-3 pupils below ARE)			FSM School (5 pupils)			National (2024)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
63%	22%	102.3	20%	0%	98.51	73%	24%	104.0

Year 6 Writing SATs analysis

Other pupils (-2 pupils below ARE)			FSM School (5 pupils)			National (2024)		
Expected	Depth	Score	Expected	Depth	Score	Expected	Depth	Score
67%	22%		80%	0%		72%	13%	

Disadvantaged Review for 2023 - 24

Strengths	Areas to Develop
<ul style="list-style-type: none"> Phonics: 2 years of no gap in achieving pass rate (1 out of 3 pupils in 2024 SEND). EYFS for 2024 no attainment gap (5 pupils) Year 2 in Reading no attainment gap. Year 2 Maths 100% achieved expected standard (5 pupils). Year 6 no attainment gap for expected standard in writing. 	<ul style="list-style-type: none"> Yr 2 Maths and Writing has no higher standard for FSM pupils. Yr 6 have attainment gap in Reading and Maths. Yr 6 have no higher standard for FSM pupils.

LINES OF ENQUIRY

- Why are there no FSM pupils achieving higher standard in KS2?**
Looking at their prior attainment, 2 pupils joined new to Key Stage with one below and one working towards.

Reading and Maths: 1 out of the 5 pupils expected on entry. **Writing:** 2 out of the 5 pupils expected on entry. There were other contextual issues which were barrier to pupils making more than expected progress in order to achieve higher standard.

• Why are there no FSM pupils achieving higher standard for Writing and Maths in KS1?

All 5 pupils came out of Reception as a (2) in Reading, Writing and Maths. All 5 pupils left Year 1 in Maths as expected standard. 4 out of the 5 pupils left Year 1 as expected standard in Reading and Writing. Leaders have identified that there needs to be higher expectations for outcome for all pupils in Year 2, along with those who are disadvantaged.

For 2024 – 25, there has been a change in personnel with the PP and KS1 writing lead in Hedgehogs and the Phonics lead in Squirrels. For writing, the two Key Stage leads are planning a raft of training on age related expectation, the pedagogical approach, modelling in writing and joint moderation. For reading, the RWI transition booklets were used. This will continue, but with the intention of moving to whole class guided reading early in the Spring term.

• What has school done so effectively to ensure there is no achievement gap in Phonics and EYFS?

There was significant investment using both Premium money and school budget. Over the last 3 years we have paid into the Read Write Inc programme for whole school training, online access to online training on the portal and leader support on assessment tracking. We also purchased new resources for the paired reading and books that link to the phonics taught that are sent home to read with parents. There was also significant impact on the additional staff member to deliver 1:1 phonics and small group support everyday.

For EYFS staff they received the same training on phonics teaching and the resources. We also invested in an additional adult in the form of an apprentice. This “freed up” our experienced EYFS TA to deliver phonics support to identified pupils and to split teaching groups 4 ways. Premium money was also used for White Rose training in the maths.

• What could school do for Year 6 pupils to close the achievement gap in Reading and Writing?

The Key Stage 2 Literacy lead will be mentoring staff in the planning and teaching of writing. Staff will observe her deliver units of work within their class and have 1 to 1 moderation sessions. The Deputy Head is delivering a SPAG session weekly to the Year 6 pupils.

The are currently 5 pupils FSM in Year 6: 40% are low prior attainers. The other 60% are on track for higher standard in reading and 2 out of 3 pupils are pushing for higher standard in writing.

Quality of Teaching Support for the Academic Year 2023 - 24

Measure	Activity	Evaluation and Impact
<p>Priority 1: To continue to deliver a mastery curriculum for the teaching of mathematics and English through excellent formative assessment procedures, meta-cognition</p>	<ul style="list-style-type: none"> • SLT had 5 day training • Training in what quality modelling looks like. • Whole school INSET • Training in use of Thinking Frames for Science, History and Geography. 	<ul style="list-style-type: none"> • All teaching judged at least good for Reading, Writing and Maths. • Deep dives in wider curriculum subjects showing all subject at least good. • Clear pedagogical approach beginning to embed for each subject in all classes. • 97% of pupils asked said they learned a lot in lessons with 67% strongly agreeing.

<p>opportunities and the Rosenshine Principles</p> <p>£44,000</p>	<ul style="list-style-type: none"> • Established pedagogical approach – 4 cornerstones in learning. • Focus on reviewing prior learning at the start of each unit / theme through “quick quizzes”. • Looked at what quality questioning looks like • TAs full time in majority of classes • Morning release for PP lead to monitor standards and attendance. 	<ul style="list-style-type: none"> • 98% of children said that teaching is good in the school with 73% strongly agreeing. • 91% of pupils said that got effective feedback on how to improve and 57% strongly agreed. • 94.9% of parents agreed that their child was taught well and 62.7% strongly agreed.
<p>Priority 2: To implement a curriculum for children who are SEND that supports and evidences their progress at their cognitive level.</p> <p>£8000</p>	<ul style="list-style-type: none"> • Assessments against new PIVATs matched to new curriculum will determine personalised next steps. • Implemented Zones of Regulation • Diagnostic assessments for reading introduced. • Launched High Quality Teaching evidence base for each class to focus on reasonable adjustments. • Signed into PINS project to support pupils who are typically neurodiverse. 	<ul style="list-style-type: none"> • All classes have Zones of Regulation displays in classrooms and have had training. • All pupils working well below the age-related curriculum are assessed against PIVATs and with personal targets. • High Quality and Adaptive teaching sheets completed by each class. • Each class needs are identified by SLT and SEN lead and provision mapped termly. • Support groups and interventions are evaluated by TAs via the Pupil Passports.
<p>Priority 3: To improve the quality of teaching in order to close the gap in attainment for Reading and Phonics for all pupils and progress in Reading in line with other pupils nationally</p> <p>£4000</p>	<ul style="list-style-type: none"> • RWI mentoring and CPD support. • Embedded RWI in Year 1 and EYFS. • Implemented RWI intervention in KS2. • Implemented STAR approach to develop vocab in EYFS. • Bought Books for bags for EYFS and Year 1 to closely match their phonics. • Implemented transitional RWI booklets in Year 2 for comprehension, grammar and spelling. 	<p>Phonics:</p> <ul style="list-style-type: none"> • 97% of pupils achieved the pass mark. • Average mark well above national at 36.1. Girls were 100% and boys well above national at 94%. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • EYFS: Comprehension well above national at 92% and word reading 79%. FSM pupils (4) and 75% achieved both and 100% comprehension. • Yr1: All pupils 70% expected and 13% depth. FSM pupils (3) and 66% achieved expected (1 SEND). • Yr2: slight dip on last year with 73% expected and 17% depth. FSM pupils (5), 80% expected. • Yr3: All pupils 67% expected and 21% depth. FSM pupils (2) both working towards. • Yr 4: 74% expected and 43% depth. FSM pupils (10) 40% expected. • Yr 5: 85% expected and 46% depth. FSM pupils (6) 66% expected and 17% depth. • Yr 6: Slightly below national at 65% expected and 18% depth. However, LA prior (15) 46% achieved expected.
<p>Priority 4: To implement and deliver a maths scheme that is aligned to the White Rose medium term planning and has a whole class mastery approach that works for every child.</p>	<ul style="list-style-type: none"> • Purchased new maths scheme in KS2 – Power Maths • Staff training on new implementation of new scheme. • Staff trained in the new pedagogical approach. • Enhanced learning walls related to the scheme. 	<ul style="list-style-type: none"> • EYFS: Number and Number patterns above national at 87% (2 years running). FSM pupils (4) and 75% achieved both. • Yr1: All pupils 67% expected and 20% depth. FSM pupils (3) but 0% didn't achieve expected. • Yr2: 77% expected and 23% depth above national. FSM pupils (5), 80% expected; 20% depth. • Yr3: All pupils 78% expected and 42% depth. FSM pupils (2) both low prior attainers and working towards.

	<ul style="list-style-type: none"> • Celebrated mistakes wall. • Begun to implement in KS1. 	<ul style="list-style-type: none"> • Yr 4: 66% expected and 34% depth. FSM pupils (10) 50% expected and 20% depth. • Yr 5: 74% expected and 41% depth. FSM pupils (6) 67% expected and 0% depth. • Yr 6: Below national 56% expected and 18% depth. FSM (6) 67% expected and 0% depth. (See achievement report for breakdown of prior attainment groups).
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Targeted Academic Support for the Current Academic Year

Measure	Activity	Evaluation and Impact																																																														
<p>Priority 1: In school gap in Maths attainment for Juniors is narrowed and closed when compared to national figures.</p> <p style="color: red; font-weight: bold;">£8,000</p>	<ul style="list-style-type: none"> • Infant TAs trained in delivery of Number Stacks for Infant pupils. • Outside tutor employed to deliver Number Stacks to Yr2, Yr 3, Yr 4 and Yr 5 pupils. • EYFS: Additional adult so teacher and TA with class of 17 pupils each. 	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #f2f2f2;"> <th rowspan="2">Yr</th> <th colspan="2">Place Value</th> <th colspan="2">Add/Subtract</th> <th colspan="2">Times/Divide</th> <th colspan="2">Fraction</th> </tr> <tr style="background-color: #f2f2f2;"> <th>Pupil</th> <th>Gap closed</th> <th>Pupil</th> <th>Gap closed</th> <th>Pupil</th> <th>Gap closed</th> <th>Pupil</th> <th>Gap closed</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>15</td> <td>15</td> <td>19</td> <td>19</td> <td>21</td> <td>21</td> <td>21</td> <td>21</td> </tr> <tr> <td>3</td> <td>7</td> <td>7</td> <td>16</td> <td>12</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> <tr> <td>4</td> <td>7</td> <td>7</td> <td>12</td> <td>8</td> <td>11</td> <td>11</td> <td>11</td> <td>6</td> </tr> <tr> <td>5</td> <td>8</td> <td>8</td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> <td>5</td> <td>5</td> <td>4</td> <td>0</td> </tr> <tr style="font-weight: bold;"> <td>Total</td> <td>37</td> <td>37</td> <td>47</td> <td>39</td> <td>51</td> <td>51</td> <td>50</td> <td>41</td> </tr> </tbody> </table> <p><i>Where the gap not fully closed 100% narrowed.</i></p> <p><i>See Number stacks evaluations that detail each individual pupils' progress in closing the gap to their age related level.</i></p>	Yr	Place Value		Add/Subtract		Times/Divide		Fraction		Pupil	Gap closed	Pupil	Gap closed	Pupil	Gap closed	Pupil	Gap closed	2	15	15	19	19	21	21	21	21	3	7	7	16	12	14	14	14	14	4	7	7	12	8	11	11	11	6	5	8	8			5	5	4	0	Total	37	37	47	39	51	51	50	41
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<p>Priority 2: Pupils achieving phonics pass rate at least over 85% and average score 34 or more and progress of PP pupils in line with other pupils within phonics.</p> <p style="color: red; font-weight: bold;">£6,000</p>	<ul style="list-style-type: none"> • 1 to 1 intervention for lower 20% of pupils for phonics in Year 1 and Early Years. • Small group intervention for Year 1 pupils. • Small group intervention support for KS2 pupils. 	<ul style="list-style-type: none"> • Word reading in EYFS in line with national at 79%. • 4 pupils: 75% achieved expected in Word Reading. • 3 pupils FSM in Year 1 and 66% achieved pass in phonics check (1 pupil SEND). • Phonics overall pass rate in line with national at 97% - the highest school has achieved. 																																																														

Wider Strategies for the Current Academic Year

Measure	Activity	Evaluation and Impact
<p>Priority 1: To continue to deliver a comprehensive programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. Achieved through additional Ed Pysch time, Pivotal Practise in behaviour training, ELSA support and Mental Health week.</p>	<ul style="list-style-type: none"> • Used Health Box workshops for 1 to 1 counselling. • Teacher led nurture groups • Bought into mindfulness program to be delivered in class. • SHINE group intervention for vulnerable families. • Calm to Chaos parental workshops. • Timid Tiger parental workshops for behavioural management strategies. 	<ul style="list-style-type: none"> • 7 pupils received 1 to 1 tuition over the year. • SHINE clubs which involved families and talking therapy for 5 pupils with mental health champion. • Groups up to 8 children took part in gardening club. • All classes now have access to mindfulness activities. The use of this needs to be embedded next year. • 2 pupils had EBSN support for their attendance. Our persistent absence figure halved to 10.79%.

<p>£3000</p>	<ul style="list-style-type: none"> • Therapy Dog 	
<p>Priority 2: To give total access to the curriculum and ensure fully inclusive which positively impacts on pupils' self-esteem.</p> <p>£3378</p>	<ul style="list-style-type: none"> • Identified enrichment opportunities in the form of school clubs. • Funded Residentials for pupils in Yr4, Yr 5 and Yr 6. • Bought uniform and PE kit for disadvantaged pupils. • Offered music lessons via Music for Life for Yr 6 pupils • Strings in Year 5 • Funded trips for disadvantaged pupils. 	<ul style="list-style-type: none"> • No disadvantaged pupil missed a residential or school trip. • Disadvantaged pupils had access to 5 weekly sports clubs throughout the whole academic year. • Where needed, all disadvantaged pupils were supported with uniform, food banks, Christmas gifts and food vouchers over the holiday periods.