

Pupil premium strategy statement - North Farnborough Infant School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of children in school	170
Proportion (%) of pupil premium eligible children	9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date to be reviewed	July 2025
Next date for review	December 2025
Statement authorised by	Abigail Morgan
Pupil premium lead	Abigail Morgan
Governor lead	Alison Gomm & Becca Lyon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£13 730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13 730

Part A: Pupil premium strategy plan

Statement of intent

Nurturing the future, inspiring success!

At North Farnborough Infant School we have high aspirations and ambitions for all of our children. Our approach underpins our belief that every child, regardless of background or barrier to learning, can attain well.

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

Our objectives for this strategy are:

- To narrow the attainment gap between disadvantaged children and their peers through high quality teaching, tailored interventions and additional learning support.
- To ensure that all disadvantaged children have equal access to a broad, balanced and enriched curriculum.
- To ensure all disadvantaged children learn to build their resilience, develop good self-esteem and foster positive relationships.
- To work with parents and carers involving them in school life and supporting them to enable them to help their children succeed.

We aim to achieve these objectives by ensuring staff are focussed on developing strong and consistent relationships with all children but particularly our disadvantaged children. We want to ensure that all children thrive both academically and socially and recognise that the strong relationships they make with both the adults and their peers has a significant impact on their attainment and well-being. In order for our children to be successful in the modern world, it is important that during our time with us they develop a strong sense of independence, self efficacy and a love of reading for both purpose and pleasure.

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

Challenges

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

Challenge number	Detail of challenge
1	High levels of social, emotional and mental health needs along with safeguarding and child protection concerns. Children need to be in a stable emotional state and have basic needs met (Maslow's Hierarchy of Needs) Observations, discussions with families, liaison with outside agencies and other professionals identify social and emotional needs for many children around resilience, friendship, problem solving and also issues outside of school impacting on children's ability and capacity to make progress.
2	Our disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers . Although data for 2023-24 showed more disadvantaged children met age related expectations in reading and maths (compared to previous years), attainment in writing remains an area of concern.
3	Attendance at a lower rate than non-disadvantaged pupils. Persistent low attendance causes gaps to develop within pupil subject knowledge. For the year 2023-2024, attendance for disadvantaged children was 88% compare to 96% not disadvantaged children. To achieve their very best, we strive for attendance to be better than 95% for all children.
4	The lack of opportunity to engage in experiential learning outside of school including after school clubs, trips and visits due to family financial circumstances is a potential barrier to disadvantaged pupils reaching their potential across the curriculum.

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
Emotional well-being Our children will be proud of their achievements and have self-belief that they can and will achieve. The children will know that people are interested in them and care about how they are getting on both inside and outside of school.	Higher levels of well-being by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • children entering school happily in the morning. • children talking positively about their time with their special adult. • children being able to talk about how they are feeling, and for some children having the strategies to support themselves when they experience certain feelings, for example frustration. • School based assessments and tracking will show progress towards the intended outcome of results for disadvantaged children to be equal to non-disadvantaged children.
Improved progress and attainment in reading and writing among disadvantaged children.	<ul style="list-style-type: none"> • KS1 outcomes show that more than 70% of disadvantaged children met the expected standard in reading, writing and maths.

	<ul style="list-style-type: none"> A clear and effective teaching and learning framework is in place (2025/26)
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all children being no more than 4% the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced.
Increased participation in extracurricular/enrichment opportunities	<ul style="list-style-type: none"> Evidence of cultural capital experiences. Analysis of extra-curricular club attendance shows that requests from disadvantaged pupils have been prioritised. Able to access a wide range of trips, through school financial support. Specific 'pupil voice' activities provide evidence that all disadvantaged pupils have had a chance to shine.

Activity in this academic year

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

Teaching

Budgeted cost: £ 7 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2, 3
CPD for all staff to support quality first teaching, with a particular focus on flexible grouping, task design,	Evidence from EEF – 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged children'. Using the Pupil Premium to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil Premium. EEF education-evidence teaching-learning-toolkit/	1, 2, 3
Support staff will have regular training. Inclusion lead to identify training needs and provide CPD opportunities	Evidence from 'Making the Best Use of Teaching Assistants' (EEF) makes recommendations to guide schools in maximising the impact of TAs or LSAs. EEF education-evidence making best use of TAs Effective training will support the team to continue to be successful in their role and support the needs of children.	1, 2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure additional phonics sessions (catch-up) with trained staff to support targeted pupils take place	Highly trained individuals providing specific and targeted phonics interventions is the best approach to assuring gaps will close. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Education Endowment Foundation EEF	2, 3
Our Emotional Literacy Support Assistant (ELSA) provides support for children dealing with low self-esteem, anxiety, stress. This is through a nurture group or 1:1 ELSA sessions	This is good evidence to show the academic improvements and mental wellbeing of children who work to improve their social and emotional skills. It is worth noting this evidence suggests regular short bursts are the most effective - which is why we have timetabled it this way in school. Regular ELSA supervision with an Educational Psychologist means training is maintained to a high level. EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk	1, 2, 3

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

Budgeted cost: £2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for families, which improves their punctuality and attendance, but also ensures they have their needs met based on Maslow's Hierarchy of Needs.	Assuring that the family situation is looked at holistically when addressing attendance is key to making improvements in a child attending school. DfE – Improving School Attendance	1, 2, 3
Subsidising class trips/visits to improve cultural capital.	Inclusion is at the heart of everything we do at NFIS. Ensuring that all children including our disadvantaged children are able to access our wider curriculum including experiential, hands on visits is fundamental to our school vision and is supported by the governing body.	1,2, 3, 4
Extra-curricular activities, such as clubs to be available without charge.	Children's engagement will increase and social and emotional needs will be supported through enjoyable activities	1, 4

Total budgeted cost: £ 14, 750

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged children

Please see this [link](#) to last year's pupil premium report detailing actions.

There were 13 children across the school in receipt of the pupil premium funding in the academic year 2023/24.

Overall the strategy was successful. Although the majority of pupils made good progress from their starting points, some were unable to be assessed as 'working at the expected level' for their year group.

DATA:

Year R: 50% of children in receipt of pupil premium funding achieved a 'good level of development' compared to 51.5 % nationally.

Year 1 Phonics Screening	2023-24	National data
Cohort	85%	80%
Pupil premium	66.7%	68%
Not Pupil premium	87%	unknown

Year 2	Reading		Writing		Maths	
	Working at expected level +	Greater depth	Working at expected level +	Greater depth	Working at expected level +	Greater depth
Cohort (53)	73.6%	20.8%	67.9%	13.2%	77.4%	17%
Pupil premium (5)	66.7%	0%	33.3%	0%	33.3%	0%
Not Pupil premium (48)	74%	22%	70%	14%	80%	18%