



# Farrington Gurney C of E Primary School

## Pupil Premium Strategy Statement 2025-28

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
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	6% 5 (+ 2 service children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dan Turull
Pupil premium lead	Catrin Geeson
Governor lead	Kevin Burnett

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 8,275 (5chd + 2 service children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 8,275

## Part A: Pupil premium strategy plan

### Statement of intent

*Our Pupil Premium offer is designed to maximise the potential of all children, especially those in receipt of Pupil Premium. We aim for our Pupil Premium children to be mentally well, socially and culturally aware and match or exceed other disadvantaged groups nationally in terms of academic outcomes and levels of attendance. We are adopting the 'tiered approach' of teaching, targeted academic support and wider strategies suggested by the EEF in their fully digital guide to Pupil Premium published in 2025. A copy of which can be accessed [here](#).*

*We have largely targeted our Pupil Premium funding on:*

- *Ensuring we have carefully considered the needs and barriers for each individual pupil.*
- *Targeted in-class support where necessary to fill gaps and catch-up*
- *Pastoral care to ensure our children develop good mental health strategies, and*
- *Enriching experiences to motivate and engage our children academically and culturally*

### Challenges

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

Challenge number	Detail of challenge
1	<i>SEMH and other health issues as barriers to learning and attendance</i>
2	<i>Gaps in prior learning</i>
3	<i>Staff deployment and whole class needs</i>
4	<i>Lack of access to funds for trips, residential and extra-curricular activities</i>
5	<i>Disruptive behaviour</i>

### 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
PP children who do not seek to participate in any wider school activities or responsibilities or fully engage to achieve their best in the curriculum, feel a sense of belonging and being valued in the school.	Children speak with confidence to a wider range of adults and children. Children are more focussed during lessons.
PP children are able to access a range of clubs that are based on their own interests.	Children have participated in, and have a sense of achievement and belonging from attending a club of their choice.

All children access high quality adult support and attention in key lessons, such as maths, consistently.	There is a higher ratio of adults:pupils in key lessons. PP and other targeted children have an increased amount of adult guidance and input.
PP children have increased academic progress.	An increase in progress can be seen in children's books and in their termly assessments. They are achieving at least parity with their non-disadvantage peers

## 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.

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

Additional trained teaching assistant in class, for an extra hour a day and one full morning. To provide targeted support, e.g. additional reading, maths support, scaffolding, individual check ins.

IDL Literacy online intervention to provide individualised programmes of learning as well as baseline assessments to enable accurate tracking of impact. Headphones to be provided to enable pupils to access individual work programmes in class.

Budgeted cost: £6,430

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>Provide additional scaffolding support to the PP children in Years 3 and 4 - this is a large class with a higher level of need, and the TA would specifically support these children as well as others identified by the teacher.</i>	Effective deployment of teaching assistants - deploy TAs to scaffold learning and to develop pupils' independence.	1,2,3,5
2	<i>Purchase of IDL programme as a catch up intervention for literacy that includes baseline assessments to be used on all Key Stage 2 children entitled to Pupil Premium.</i>	Using digital technology to improve learning - technology offers ways to improve pupil practice	2
3	<i>Purchase of headphones to enable pupils to access their individualised targeted online learning programme.</i>	Using digital technology to improve learning - technology offers ways to improve pupil practice	2

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

School pets, chosen club funding, swimming lessons, support to access school trips and residential.

Budgeted cost: £1,845`

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>School pets - guinea pigs. Establish a rota for care, feeding and handling. Inclusion of pets as part of nurture groups/nurture time.</i>	Bourdieu's work on habitus. Creating a sense of belonging in the school environment enables pupils to be more relaxed and able to focus on academic tasks.	1
2	<i>Provide funding to enable children to access clubs that allow them to pursue their own interests and develop their skills and confidence accordingly. The clubs would invoice the school directly up to £209 in one academic year. Additionally transport for swimming is fully funded for Pupil Premium children.</i>	<p>There is a small impact on academic attainment linked to physical activity. Participating in sport and physical activity is likely to have wider health and social benefits.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Additionally, activities of their own choice are likely to add to feelings of achievement and therefore support wider achievement within the curriculum.</p>	4
3	<i>Provide funding to support pupils to access school trips and residential, including school swimming lessons. 25% reduction in cost for trips and residential.</i>	<p>No child misses a trip or visit due to financial matters.</p> <p>Pupils are able to talk about the trips they have been on and what they have learned.</p>	4

**Total budgeted cost: £8,275**

## 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 to 2025 academic year.

*Interventions TA role has become further developed with high quality interventions. Assessments are done termly to measure progress. Online learning platforms have contributed to high results in the Multiplication Tables Check for Year 4.*

*All pupils were supported to join in with all trips and visits throughout the year, financially as well as in emotional aspects linked to timetable changes and out of school visits.*

*Pupil Premium attendance is currently 96.1% compared to non Pupil Premium attendance of 97.5%*

*2024/25 pupil teacher assessments, percentage at ARE*

Year	Maths	Reading	Writing
1	100%	100%	100%
2	100%	100%	100%
3	100%	100% (50% GD)	100%
5	0	0	0
6	0	0	0

### 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
IDL	IDL/Ascentis
Nessy	Nessy Reading and Spelling
Active Literacy	LDA

### ● Further information

*The Pupil Premium Strategy will be overseen by the PP lead, with challenge and support offered by the school's named Governor for Pupil Premium.*

*It is intended that an update on Pupil Premium will be given to the Local Governing Body (LGB) at least 3 times per year.*

*This strategy is intended to run for a period of 3 years and will be updated as necessary during that time period.*