

# Pupil premium strategy statement – Farcet CofE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	29%
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> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Miss Sadler (Headteacher)
Pupil premium lead	Miss Sadler (Headteacher)
Governor / Trustee lead	Kayleigh Sergeant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,213
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£44,213

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Farcet CofE Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Farcet CofE Primary School believes that every pupil is entitled to access an education that enables them to achieve their full potential in a safe and encouraging environment that meets their individual needs. Our aim is to remove barriers to learning so that every pupil achieves their potential regardless of any challenges faced to ensure they develop into forgiving, ambitious, resilient, compassionate individuals who uphold equality and work together to be of benefit to the wider community by developing their knowledge and leading out. This strategy is aligned with the Education Endowment Foundation's (EEF) tiered model for Pupil Premium spending. Being a small primary school is advantageous, since each eligible pupil is known individually, and support is carefully tailored to meet their specific needs. This ensures the funding is used effectively and purposefully

#### **Common barriers to learning for our disadvantaged pupils include:**

- Pupils have speech and language/social communication challenges when starting school in EYFS Reception.
- Pupils have a lack of number knowledge when starting school in EYFS Reception.
- Pupils who are known or have been known to Children's Social Care have significant social, emotional and mental health challenges.
- To ensure that disadvantaged pupils attendance is 96%+.
- Pupils who are disadvantaged do not have the same opportunity as their non-disadvantaged peers to attend extra-curricular clubs.

The focus of our pupil premium strategy is to support disadvantaged pupils to '*Let their light shine*' (Matthew 5:16), including ensuring continued progress and attainment for those who are already high attainers. At Farcet CofE Primary School, staff have high expectations of all pupils, which is of paramount importance to their achievement, independence, resilience and self-esteem. Disadvantaged pupils are a key focus in our termly Pupil Progress Meetings. These meetings identify which children may need additional support to reach age-related expectations. Furthermore, our Pupil Premium funding is allocated following a clear needs analysis, ensuring that resources are directed to where they are most needed. This means that not all eligible pupils will be in receipt of interventions (Keep Up Catch Up) at all times, but all are regularly reviewed and monitored as part of our ongoing strategy.

**Farcet CofE Primary School Pupil Premium objectives are:**

- 1) To undertake extensive speech and language screening to ensure that our EYFS Reception children have strong a strong start to their formal education by developing their speech and language skills.
- 2) To remove barriers to learning to ensure educationally disadvantaged pupils continue to make progress at least in line with, or greater than, national measures of expected progress for mathematics.
- 3) To support all pupils with social and emotional development/mental health challenges that they face and in turn enable our pupils to excel academically and flourish.
- 4) To ensure that disadvantaged children's attendance is 96%+.
- 5) To ensure that all disadvantaged pupils have access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life.

A key principle at Farcet CofE Primary School is for all of our teachers, teaching assistants and pastoral support staff to fully understand the challenges of educational disadvantage and to ensure that they recognise their role in addressing such challenges. We aim to achieve the objectives listed above by ensuring that quality first 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 at Farcet CofE Primary School too. Our responsibilities are reflected through the numerous everyday interactions with each pupil in lessons, or around school. Seeing everything through the lens of educational disadvantage helps us to gain clarity over the impact that all staff can have upon the outcomes of disadvantaged pupils. Targeted academic support from qualified teachers and teaching assistants will provide structured, small group interventions (Keep Up Catch Up), which is integral to our Pupil Premium Strategy. As part of our wider strategies, our approach will include supporting all children with their non-academic challenges too, which might negatively impact on their academic achievement.

We also recognise the importance of enrichment opportunities in supporting children's overall development and long-term success. Research shows that children who participate in a wide range of activities and experiences achieve more. To this end, we actively promote participation in after-school clubs and extra-curricular activities to our Pupil Premium children.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech, language and communication needs</b> Assessments and observations from teachers and support staff for children from EYFS Reception to Year 2 have identified that disadvantaged children have additional challenges with underlying literacy skills. This will be reflected through phonological awareness, links with phonics as well as processing and memory difficulties.
2	<b>Improving children's mathematical knowledge and skills</b> Our disadvantaged pupil's outcomes for maths across the school during the 2024-2025 academic year were below the national standard. Therefore, children need to have a strong start to their formal education by ensuring that they have a good grasp of number. In KS1 and KS2, children need to have a secure understanding of arithmetic (especially times tables) and a focus upon developing reasoning knowledge and skills.
3	<b>Improving children's social, emotional and mental health</b> Many of our disadvantaged children face challenges from exposure to difficult circumstances within the home environment. It is essential that these children are given the platform to share their experiences and be supported with their mental health and wellbeing.
4	<b>Improving children's attendance</b> Our disadvantaged pupil's attendance levels were below national expectations for 2024-2025 academic year.
5	<b>Improving children's opportunities to take part in extra-curricular activities</b> Our uptake for disadvantaged pupils attending extra-curricular activities was low during the 2024-2025 academic year. Therefore funding to access enrichment opportunities is vital and requires careful monitoring.

## 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
To undertake extensive speech and language screening to ensure that our EYFS Reception children have strong a strong start to their formal education by developing their speech and language skills.	<ol style="list-style-type: none"> <li>1. Early identification of literacy challenges within EYFS Reception using a screening tool ensures children are receiving support to address their language barriers.</li> <li>2. Early interventions from trained support staff increases levels of oracy</li> </ol>

	<p>reducing the level of referrals to speech and language service.</p> <p>3. A higher percentage of EYFS Reception children gain GLD.</p>
To decrease the number of Pupil Premium children who are in the lowest 20% of mathematicians in each cohort.	1) Less than 50% of disadvantaged children will be in the lowest 20% for maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>1) Mental health and wellbeing is nurtured through activities that will provide our children with the opportunity to share emotions and support self-regulation.</p> <p>2) To provide children a nurturing environment where they will feel supported secure and safe, which leads to a reduction of the number of CPOMs entries for children with mental health difficulties.</p>
To ensure that disadvantaged pupils attendance improves to 96+%	<p>1) Headteacher/Pupil Premium Lead meet fortnightly with the Family Link Worker and have a clear plan in place for disadvantaged pupils with low attendance.</p> <p>2) Staff are aware of difficulties that may impact disadvantaged learners and have plans in place to support these.</p> <p>3) 96+% attendance for disadvantaged pupils by Summer 2 (2026)</p>
To ensure 75+% of disadvantaged children engage in extra-curricular activities.	1) 75+% of disadvantaged children participate in at least one extra-curricular activity.

## Activity in this academic year

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

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1 & 3

<p>CPD from specialist speech therapist for support staff across the school. Developing understanding of communication and links with underlying literacy skills.</p> <p>To nurture oracy and additional strategies to support talk and scaffolding of expressive skills in the classroom.</p>	<p>Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, Oracy is a vital tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1&2
<p>Maths Leader to arrange CPD for teachers and teaching assistants to develop their knowledge of mathematical development and pedagogy when implementing a new maths curriculum across the whole school.</p>	<p>Research from the EEF (2020) states that professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.</p>	3
<p>Maths Leader to ensure that teachers and teaching assistants know how to use manipulatives effectively using the new maths curriculum.</p>	<p>EEF (2020) research notes that manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p>	3

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

Budgeted cost: £9213

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants timetabled to work with disadvantaged children to on a regular basis to deliver high quality</p>	<p>The EEF (2020) notes that high-quality targeted support can provide effective extra support for children. Small-</p>	1, 2, 3 & 4

interventions/boosters bespoke to each disadvantaged child.	<p>group support is more likely to be effective when:</p> <ol style="list-style-type: none"> <li>1. children with the greatest needs are supported by the most experienced staff;</li> <li>2. training, support and resources are provided for staff using targeted activities;</li> <li>3. sessions are brief and regular; and</li> <li>4. explicit connections are made between targeted support and everyday activities or teaching.</li> </ol>	
Regular times table practise with weekly tests in Yr 2, 3, 4, 5 & 6.	The EEF (2017) notes the importance of ensuring that pupils develop fluent recall of facts.	3
Daily lessons to promote fluency and sequencing of numbers in EYFS Reception using the new maths curriculum, which will be achieved through repetition, choral response and questioning.	<p>The EEF (2025) notes the importance of promoting fluency since it can have a positive impact on children's early mathematics.</p> <p>Practicing and repeating the count sequence or matching a number word or name with a number symbol can support children's maths development.</p> <p>If providing the approach equally to all children, careful monitoring and assessment will be required. Providing the approach through additional targeted support may be necessary for some children.</p>	3
Yr 6 maths boosters delivered by the Headteacher and Deputy Head 2x a week, which focus upon arithmetic and shape & space measure and data handling.	EEF (2017) states that interventions should start early, be carefully planned and use explicit instruction, plus interventions should motivate pupils.	3
Purchase of standardised diagnostic assessments for	The EEF (2025) notes that teaching and modelling vocabulary, plus teaching and modelling language are the	1, 2 & 4



screening children for speech and language challenges in EYFS Reception and implementation of interventions to support those children who have been highlighted as needing additional support.	most effective strategies for improving speech and language.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Family Link Work and Teaching Assistant deliver sessions to support disadvantaged children who are struggling with their mental health. Such sessions will include teaching breathing techniques, creating a calm box and talk time.	<p>The EEF (2025) notes that supporting children's mental health and well-being can lead to learning gains of +4 months.</p> <p>The Royal College of Psychiatrists notes that breathing techniques, focussing upon the here and now and providing time for young people to talk about how they are feeling are the most effective strategies.</p>	1, 2, 3, 4 & 5
1. Discussion with disadvantaged children from all year groups to ascertain what extra-curricular activities they would like the school to offer to ensure disadvantaged pupils have greater opportunity to enable them to flourish. Then implement children's suggestions to	Every disadvantaged child to attend an enrichment club, plus school trips and workshops. The Social Mobility Commission report, ' <i>An Unequal Playing Field</i> ' demonstrated clear evidence that participation in extra-curricular activities is a strong predictor of continued engagement in education beyond the compulsory years. It also supports the development of social confidence and helps children build positive social networks. (+2-4 months)	4&5

increase attendance at clubs.		
<ol style="list-style-type: none"> <li>1. Family Worker and Headteacher/Pupil Premium Lead to meet with families who may have socio-economic difficulties to offer support such as attending a subsidised breakfast club.</li> <li>2. Family Link Worker to support families who are experiencing health difficulties due to limited access to health care and provide links to community support.</li> <li>3. Headteacher/Family Link Worker to ensure that disadvantaged families are involved in school activities and the decision making process.</li> <li>4. Family Link Worker to send attendance letters to disadvantaged families at the end of each half term noting how many days off the children have had.</li> </ol>	<p>The DfE (2025) states that at primary school, children who attend school nearly every day in Year 6 (95-100% attendance) are 30% more likely to reach the expected standard in reading, writing and maths compared to similar pupils who attend 90-95% of the time.</p> <p>The EEF (2025) has a trialling sending text messages to parents noting how many days their child has had off during the half-term. The research suggests that this acts as a reset and is having positive outcomes.</p>	1, 2, 3, 4 &5.

**Total budgeted cost: £ £44,213**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the academic year 2024-2025, outcomes for our disadvantaged children were strong in EYFS as noted by reported GLD outcomes:

- 3 children were classified as disadvantaged within EYFS Reception and all gained GLD for Literacy and number.

Furthermore, during the 2024-2025 academic year, outcomes for KS1 were based upon DEMAT assessment strategies.

- *3 children were classified as disadvantaged in Year 1 and all reached the expected standard by the end of the academic year for reading, writing and mathematics.*
- 4 children were classified as disadvantaged in Year 2. 75% of these children reached the expected standard for reading. 50% reached the expected standard for writing and 75 % reached the expected standard for maths.

KS2 outcomes (Yr3-Yr5) for the 2024-2025 academic year were varied. Outcomes were based upon DEMAT assessment strategies.

- *1 child in Year 3 was classified as disadvantaged. 100% reached the expected standard for reading and maths, but not for writing.*
- *5 children in Year 4 were classified as disadvantaged. 100% achieved the expected standard for reading and 40% reached the expected standard for writing. 60% reached the expected standard for maths, but only 20% of the Pupil Premium children passed the MTC.*
- *6 children in Year 5 were classified as disadvantaged. 83% achieved the expected standard by the end of the academic year for reading. 33% achieved the expected standard by the end of the academic year for writing and 60% achieved the expected standard in maths by the end of the academic year.*

KS2 Year 6 SATS outcomes for the 2024-2025 academic year were based upon six pupils qualifying for Pupil Premium. The data is based upon the Year 6 national tests (SATS).

- *50% of the Pupil Premium children gained the expected standard for reading at the end of Year 6.*
- *50% of the Pupil Premium children gained the expected standard for writing at the end of Year 6.*
- *50% of the Pupil Premium children gained the expected standard for maths at the end of Year 6.*

*The former Pupil Premium plan for 2022-2025 has been successful in several areas based upon the data noted above.*

- 1) Most of the pupil premium children gained the expected standard for reading at the end of EYFS, KS1 and KS2 (Yr3-5). With 50% of pupil premium children gaining the expected standard for reading at the end of KS2 (Year 6). This illustrates the positive impact that staff CPD, quality first teaching and booster sessions had upon progress and attainment.*
- 2) In the EYFS Reception and Year 1, 100% of pupils gained the expected standard for maths and 75% of Year 2 pupils gained the expected standard for maths, which illustrates the positive impact of CPD, quality first teaching and booster sessions had upon progress and attainment. In KS2, the number of pupil premium pupils achieving the expected standard for maths drops to between 50%-60%, but only 20% of the pupil premium children in Year 4 passed the MTC. This illustrates that more CPD and boosters need to take place to address fluency.*
- 3) In EYFS Reception and Year 1, 100% of the pupil premium children achieved the expected standard for writing. However from Year 2-Year 6, only 33%-50% of pupil premium children achieved the expected standard for writing. This demonstrates that additional support is required to develop speech, language and communications skills, ensure staff CPD develops the knowledge of writing skills and writing boosters take place regularly.*

In addition, there are three on-going aspects from the 2022-2025 Pupil Premium plan. These include:

- Increasing the number of pupil premium children who attend extra-curricular clubs.
- Family Link Worker role to improve the attendance of pupil premium pupils.
- Improving the offer of support provided to those pupil premium children who are experiencing social, emotional and mental health difficulties.

The above areas for development have been included within the 2025-2028 pupil premium plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/A	
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*