

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Farmor's School
Number of pupils in school	1013
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Evans, Headteacher
Pupil premium lead	Noelle Sturla, Assistant Headteacher
Governor / Trustee lead	Melanie Preece Smith, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,640
Recovery premium funding allocation this academic year	£12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,470
<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	£138,435

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, ensuring equitable access and take up of the curriculum.

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 education recovery, notably in its targeted support through the National Tutoring Programme and targeted interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our cohort of children who are eligible for Pupil Premium funding is well below the national average. This means that an individual response is required. Subject teachers are expected to know each child and the possible barriers to their learning.</p> <p>CATs Assessments on entry to year 7 in the last 3 years indicate that between 12 – 15.5% of our disadvantaged pupils arrive below age-related expectations compared to 6 - 12% of their peers.</p>
2	<p>Our assessments and observations with pupils and by teachers suggest that reading, for enjoyment, and within the taught curriculum is not as embedded as it could be.</p> <p>Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background. The challenge is to address this across all areas of the curriculum.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p> <p>It has also meant that lack of access to equipment has created barriers to engagement with the remote learning offer.</p>
4	<p>Our assessments (student surveys and focus groups), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Since the return to school, we have seen an increased demand for support for anxiety and low self-esteem. This has been evidenced in the increase of reports submitted through our Safeguarding system.</p>
5	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 0.6 – 4.7% lower than for non-disadvantaged pupils.</p> <p>21.6 – 29.9% of disadvantaged pupils have been ‘persistently absent’ compared to 8.8 – 15.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve as well as their peers (in relation to their prior attainment)
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons ability to access more challenging texts throughout the curriculum.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• Individual support being offered to those pupils who are ‘persistent absentees’</li> </ul>

## 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: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Ensuring that all elements of the curriculum/assessment are accessible for all learners.</p> <p>Purchasing ExamNet and Claroread.</p>	<p>The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1,2,3
<p>Ensuring all teachers are supporting in developing their professional practice.</p> <p>Launching a new, research led CPD programme.</p>	<p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,2,3,4,5

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

Budgeted cost: **£22,395**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps (Lexia).</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.            This will be supported by the addition of a late bus for those attending.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Ensuring that staff are well resourced to allow for maximum feedback opportunities (laptops, visualisers)</p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?utm_source=/education-evidence/teaching-learning-toolkit/feedback&amp;utm_medium=search&amp;utm_campaign=">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?utm_source=/education-evidence/teaching-learning-toolkit/feedback&amp;utm_medium=search&amp;utm_campaign=</a></p>	<p>1, 2</p>

[aign=site\\_search&search\\_term=feedback](#)

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

Budgeted cost: **£77,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a new Inclusion Centre to provide a safe space for children with Social, Emotional and Mental Health concerns, or those returning from absence.</p> <p>All students attending this provision will be supported with a plan detailing the provision offered.</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotio">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotio</a></p>	1,4,5
<p>Select and train a group of Y12/13 Wellbeing Ambassadors to promote and represent whole school wellbeing</p> <p>Purchase a training package (Worth It) and deliver the training sessions, with follow up support from Senior Mental Health Lead and Head of 6<sup>th</sup> Form</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	4
<p>Provide a school counselling service to meet the acute needs of some students.</p>	<p>Good evidence to suggest that early intervention is the best approach.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-</a></p>	1,4

	<a href="#">of-school-based-interventions</a>	
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**Total budgeted cost: £120,900**



## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 are difficult to quantify or qualify with any degree of absolute certainty. The disruption to learning meant that decisions were taken not to run with the usual pattern of assessments, this makes any comparison problematic.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and a rapid response from our subject teachers to adapt their teaching.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

Programme	Provider
n/a	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We continue to fund additional counselling and mentoring support. Students whose parents are deployed are prioritised for this resource. Some students had additional time with their tutor/Head of Year, as appropriate.
What was the impact of that spending on service pupil	All service children attended class visits and other educational ex-

premium eligible pupils?	periences offered. No significant concerns have been raised for this cohort of service children.
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## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.