

Farmilo Primary and Nursery School Pupil Premium Strategy

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
School name	Farmilo Primary School and Nursery
Number of pupils in school	2023/2024 328 2024/2025 304 2025/2026 308
Proportion (%) of pupil premium eligible pupils	2023/2024 78 24% 2024/2025 75 25% 2025/2026 71 23%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	April 2023
Date on which it will be reviewed	Aut, Spr and Sum 2024 Aut, Spr and Sum 2025 Aut, Spr and Sum 2026
Statement authorised by	Suzanne Tryner (Head) and David Stocker Chair Gov)
Pupil Premium Lead	Vanessa Blore (DHT)
Governor / Trustee lead	David Stocker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023/2024 £63,675 2024/2025 £66,600 2025/2026 £69,690
Services	2023/2024 £4,020

	2024/2025 £6,460
	202/2026 £6,300

Part A: Pupil premium strategy plan

Statement of intent

We believe in every child, regardless of circumstance and background, being supported to achieve the very best that they can in their lives. To this extent, our Pupil Premium approach is underpinned by our Pupil Premium First principles. We hold firm to the belief that Quality First Teaching is the greatest measure at our disposal to support our pupils in achieving their best and support our staff to achieve this for them. Our aims and ambitions for our attainment gap to narrow, for disadvantaged pupils to make outstanding progress in their learning and for their life experiences, vocabulary and well-being to be enriched by the adventures at Farmilo.

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	Assessments, observations, and language screening indicate that attainment of pupils in CAL in EYFS is below National Average. This is also a common barrier to learning in Nottinghamshire and is more prevalent among our disadvantaged pupils than their peers. This is particularly evident in Nursery and F2.
2	Parents of PP pupils do not consistently engage with school through; • targeted support • events held to inform parents about their child's curriculum and expectations for their year • events held to involve our parental community in celebrations of children's learning • or performances eg class assemblies, Christmas or end of year performances
3	Our assessments, observations and professional discussions have identified access to healthy lifestyle choices is not as easily achievable amongst our most disadvantaged families as their peer group. This and other environmental factors such as financial stability can have a negative impact on mental and physical health and wellbeing. <i>This target will overlap with PE funding and provision.</i>

4	Limited experiences of the world, either first hand or through books, has significantly impacted on vocabulary, comprehension skills and ability to be Creative writers resulting in not achieving ARE.
5	Our attendance data over the last few years indicates that attendance among disadvantaged pupils is significantly lower than their peers. Whole school attendance between Sept 2022 and Jan 2023 is 93.53% which in itself is low, however PP attendance for the same period is 89.29% and for FSM children it is 86.89% Our data shows that this is having a negative impact on the progress and attainment disadvantaged children at Farmilo are making.
6	The attainment gap of PP pupils achieving ARE compared to their non-PP peers is evident across school is growing wider.
7	High ability PP children are making less progress than Non-PP high ability children. This prevents sustained high achievement in Key Stage 2.

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	
1. Improved language and communication will foster a holistic development of children academically and socially.		Children will have made at least good progress in the Language and Communication strand of the EYFS. GLD for PP will be in line with National.	
Aut 2024 Willow Class F2 PP children are secure in CAL Hazel Class 3//4 secure in CAL (<i>scholarpack aut 1 assessment data</i>) Child who was not secure is EAL, language interventions have continued with a focus on auditory discrimination. Spring 2025 PP children have made good progress and GLD is on track to be inline with National. Summer 2025 71% of PP children achieved GLD this includes CAL.			
Aut 2024		Spring 2025	
Summer 2025			
Intended Outcome		Success Criteria	
2. Increased parental engagement with school activities and pupil learning.		Parents of PP children will attend/access all parent/pupil progress meetings. 90 % PP Parent Attendance.	
Aut 2024 <i>FSM tracker</i> shows that Teachers had contact through a variety of media with 100% of families for their child’s progress meeting. This was achieved by monitoring and pre -			

empting those families who have historically not attended to ensure they receive information about their child's progress and next steps.

Spring 2025 FSM tracker shows good attendance to Spring Pupil Progress meetings with only a few requiring re-scheduling or an alternative form of communication being used eg Phone call

Summer 2025 FSM Tracker and Class Teacher Records show continued high attendance of families to school events.

Aut 2024		Spring 2025		Summer 2025	
Intended Outcome			Success Criteria		
3. To achieve and sustain improved mental and physical health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.			Sustained high levels of wellbeing (mental and physical) by 2026 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in physical activities, especially after school clubs, by PP children • PP children will feature more prominently in school sports teams		
Spring 2025 Co-curricular Tracker Shows many PP children are accessing sports/dance clubs. They are also fulfilling the roles of Sports Leaders during break and lunchtime to support Physical Activity. The most recent well-being report created by MW still finds that PP, particularly children who have FSM, do not require the same amount of emotional support or mental health intervention as their non PP peers. Some FSM children also receive an extra PE session with Coach Ellis every week. Summer 2025 Co-curricular Tracker 93% of PP children have attended a lunchtime or after school club.					
Autumn 2024		Spring 2025		Summer 2025	
Intended Outcome			Success Criteria		
4. PP children to have a range of opportunities, experiences and provision which enriches their time at school.			A budget of £60 per child will have been deployed to ensure PP pupils have the resources they need. More PP children will access extra-curricular activities with a focus on cultural capital.		
Aut 2024 Pupil Interviews and the <i>FSM tracker</i> showed that children were receiving extra resources to support them termly. Moving forward, the focus will be on purchases annually and must support teaching and learning academic Spring 2025 Co-curricular tracker and Pupil show that 93% of PP children are accessing extra curricular clubs. School also funding 2 FSM children to participate in Rock Steady club. Summer 2025 Co-curricular tracker showed continued access to lunch and after school clubs, next term monitoring will focus on children sustaining their attendance.					
Aut 2024		Spring 2025		Summer 2025	

Intended Outcomes		Success Criteria	
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.		Attendance of PP cohort will achieve target of 95% or be at least in line with National.	
Autumn Term 2024 Attendance (scholarpack)			
Target Whole School 98% PP 95%			
PP	93.6%	Non-PP	95.68%
FSM National 92.3%	92.8%	Non-FSM	95.78%
Persistent Absentee PP	17.74% (12/55)	Persistent Absentee Non-PP	10.36% (22/313)
Spring Term 2025 Attendance (scholarpack)			
Target Whole School 98% PP 95%			
PP	93.4%	Non-PP	96.2%
FSM National 92%	93.2%	Non-FSM	96.2%
Persistent Absentee PP	16% 10/53	Persistent Absentee Non-PP	9% 19/ 223
Summer Term 2025 Attendance (scholarpack)			
Target Whole School 95.99% PP 93.06%			
PP	93.06%	Non-PP	96.86%
FSM National 92%	92.55%	Non-FSM	96.91%
Persistent Absentee PP	16.67% 11/66	Persistent Absentee Non-PP	5.48% 12/ 219
In Autumn Spring and Summer Term School FSM attendance was higher than National.			
Summer Term Amber as although progress and improvements have been made attendance for PP children is still below Non-PP			
Aut 2024		Spring 2025	Summer 2025

Intended Outcome	Success Criteria
6. Improved Reading, Writing and Maths attainment and progress among disadvantaged pupils.	PP children to make at least 2 points progress in each subject each term.

Autumn 2024

Expected at End of Autumn Term

Year Group	Reading	Writing	Maths
F2 (7)	57%	43%	71%
Y1 (9)	60%	50%	70%
Y2 (8)	75%	50%	63%
Y3 (8)	75%	75%	75%
Y4 (12)	41%	41%	50%
Y5 (7)	43%	43%	57%
Y6 (9)	44%	44%	56%

Spring 2025

Expected at end of Spring term

Year Group	Reading	Writing	Maths
F2 (6)	50%	50%	75%
Y1 (11)	73%	46%	73%
Y2 (8)	88%	50%	75%
Y3 (9)	75%	75%	75%
Y4 (12)	58%	50%	58%
Y5 (7)	43%	43%	57%
Y6 (10)	40%	40%	50%

Summer 2025

Expected at End of Summer Term

Year Group	Reading	Writing	Maths
F2 (7)	71%	71%	86%
Y1 (11)	73%	46%	82%
Y2 (8)	88%	50%	75%
Y3 (9)	81%	81%	90%
Y4 (12)	58%	58%	68%
Y5 (7)	43%	43%	57%
Y6 (10)	63%	63%	63%

Progress Autumn Term 2024

Year Group	Reading	Writing	Maths
Y1 (9)	1.4	2	1.8
Y2 (8)	2.3	1.8	2
Y3 (8)	1.8	1.8	1.8
Y4 (12)	2	2.2	2.2
Y5 (7)	1.9	1.6	1.7
Y6 (9)	1.6	1.7	1.7

Progress Spring Term

Year Group	Reading	Writing	Maths
Y1 (11)	3.6	3.8	3.8
Y2 (8)	4.5	3.8	4.2
Y3 (9)	3.5	3.5	3.8
Y4 (12)	4.8	4.5	4.5
Y5 (7)	3.6	3.4	3.6
Y6 (10)	3.2	3.3	3.6

Progress Summer Term

Year Group	Reading	Writing	Maths
Y1 (11)	5.82	5.82	5.91
Y2 (8)	6.25	5.75	6.25
Y3 (9)	5.64	5.82	5.82
Y4 (12)	6.75	6.83	6.34
Y5 (7)	5.43	5.29	5.57
Y6 (10)	5.45	6.11	5.78

Aut 2024

Spring 2025

Summer 2025

7. Improved progress of higher attaining PP children will enable them to sustain high achievement throughout KS2.

Target children will achieve greater depth in 1 or more Rea, Wri, Maths.

Moving forward it has been decided to remove this target to focus more on attendance and closing the attainment gap.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed / Cost
<i>CPD - day with Andrew Moffat to support the teaching of Protected Characteristics across school</i>	Effective professional development is cited by the EEF as “a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom”	£1000 3 and 4
<i>Books to support the Andrew Moffat’s No Outsiders Curriculum</i>	Social and Emotional Interventions +4	£265.00 3
<i>National College Annual Subscription to CPD Hub</i>	For staff to have access to effective CPD.	£1000 All challenges
<i>CPD for staff on Teaching and Learning</i>	EEF Professional Development Guidance recommends 4 key areas for Teacher CPD Build Knowledge, Motivate Teachers, Develop Teacher Techniques and Embed Practice.	6 and 7

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed/Cost
<i>1:1, small group interventions and in-class support</i>	EEF Phonics +5 EEF Small group tuition +4	2, 6 £1,000
<i>NELI</i>	EEF Oral Language Interventions+6	1, 3, 6 £2000 annually

<i>Teachers and TA's leading small group and 1:1 interventions with pupils once they have been targeted for extra support.</i>	Writing Conference Switch on Reading and Writing Precision Teaching Lego Therapy Talking and Drawing Phonics Interventions Snip Literacy Bespoke Interventions Mental Health Interventions Pre – Teach CAL Interventions SALT Groups Feedback +6 EEL	Supports all challenges £20,000
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost : £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed / Cost
<i>Attendance Meetings with HT and Gov</i>	Good attendance has a positive impact on progress and attainment	3, 5, 6
<i>Extra-curricular activities</i>	EEF Arts Participation +3 EEF Physical Activity +1	3, 4, 5
<i>Individual enrichment budget for E6 pupils</i>		2, 3, 4 £60 per Pupil per term = £3,500 annually
<i>Parents Calendar of Events</i>	EEF Parental Engagement +4	2
<i>Family Support Worker Role</i>	EEF Parental Engagement +4 3. Wider strategies EEF	2, 5
<i>Attendance Support Role</i>	EEF Parental Engagement +4	2, 5
<i>Cultural Capital for all children enhanced through the curriculum by planned visitors into school, trips out of school and residential. All children to complete "Farmilo 22 Pledges" Which include .. Visit to a museum, city, zoo,</i>	3. Wider strategies EEF	4

<i>castle, university, and a place of worship.</i>		
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Total budgeted cost: £ 63,375

Part B: Review of intended outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS GLD, Key Stage 1 and Key Stages 2 performance data, phonics check results and our own internal assessments.

PP Data for Y6 July 2025	Farmilo	Mansfield	Nottinghamshire	National
Maths	70%	58%	60%	61%
Reading	60%	56%	61%	63%
Writing	60%	55%	58%	60%
Combined	60%	44%	46%	48%

Disadvantaged Pupils reaching the expected standard Reading Writing and Maths

Year	Farmilo	National Non-Disadvantaged Score	School Disadvantaged Gap
2024/25	67%	69%	-3 pp
2023/24	70%	67%	-17 pp
2022/23	64%	66%	-31 pp

Good Level of Development 2025			
School	Mansfield	Notts	National
76.3%	61.4%	67.5%	68.3%
Good Level of Development FSM6			
67%	41.2%	47%	52%

Phonics Screening 2025			
School	Mansfield	Notts	National
80%	75.3%	80%	80%
Good Level of Development FSM6			
89%	62.6%	64.4%	66.8%

The *Family Support Worker* role has continued to be effective this year with **15 families (22 Children)** benefitting from a range of support including

- Help for parents to fill in essential paper work EG application forms, GTKM document, EHAF's,
- Check-in meetings and phone calls
- Behaviour support and strategies for home
- Signposting to parent courses
- Providing emotional support for vulnerable families

- Providing funding for clothes and shoes
- Providing food parcels
- Providing food vouchers

