



Farington Primary School

3 Year Pupil Premium Strategy

(2026 – 2029)

Farington Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Farington Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026/27, 2027/28 and 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2029
Statement authorised by	Headteacher (Allan Williams)
Pupil premium lead	Allan Williams (Headteacher)
Governor / Trustee lead	Lisa Hobden (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,000

Part A: Pupil premium strategy plan

Statement of intent

At Farington Primary School, we believe that every child is an individual with unique strengths, talents, experiences and needs. We are committed to providing the highest quality education, care and opportunities so that every child can thrive, regardless of their background or starting point. Our commitment to inclusion is fundamental to our school culture: every child is valued, respected and welcomed, and every child is entitled to an ambitious education that enables them to achieve their potential.

We recognise that disadvantage can present itself in different ways and that there is no single profile of a disadvantaged child. Eligibility for Child Premium is an important indicator, but it does not in itself define a child's needs, circumstances or potential. Equally, we recognise that some children who experience disadvantage may not be eligible for, or registered as eligible for, Child Premium. Our approach is therefore rooted in knowing our children and families extremely well, understanding individual barriers and using evidence to determine where support is most needed and where it is most likely to have an impact.

Our Child Premium strategy is not a separate programme for a particular group of children. It is an integral part of our wider school improvement strategy and sits alongside our commitment to high-quality teaching, strong curriculum design, inclusion, attendance, wellbeing and personal development. We use Child Premium funding strategically to strengthen the provision and opportunities available to disadvantaged children, while ensuring that approaches benefit all children where appropriate.

At the heart of our strategy is the belief that high-quality teaching is the most powerful way in which we can improve outcomes for disadvantaged children. We will therefore continue to invest in developing the knowledge, skills and expertise of our staff, strengthening adaptive teaching, assessment, subject-specific pedagogy, reading, vocabulary, oracy, retrieval and children's ability to retain and apply knowledge over time. Our ambition is that disadvantaged children experience consistently strong classroom practice and are not limited by lower expectations or assumptions about what they can achieve.

Where children have specific gaps or barriers, we will provide precise, evidence-informed targeted support. We will not use intervention simply because a child is disadvantaged. Instead, provision will be based on clear identification of need, informed by assessment and professional knowledge, with an agreed intended outcome and appropriate review point. We will increasingly evaluate interventions through both quantitative and qualitative evidence, enabling us to determine whether support should be continued, adapted, scaled or discontinued.

We recognise that academic outcomes are influenced by the wider experiences of children and families. Our strategy therefore also addresses wider barriers to learning, including attendance, wellbeing, confidence, emotional regulation, family circumstances and access to opportunities. Where these barriers are identified, we will work sensitively and proactively with children, families and relevant partners to ensure that support is timely, proportionate and focused on improving outcomes.

We are equally committed to ensuring that disadvantaged children have equitable access to the full life of the school. This includes enrichment, educational visits, extra-curricular activities, sporting and cultural opportunities, outdoor learning and the wider experiences provided through our curriculum. We believe these experiences contribute significantly to children's confidence, independence, resilience, aspirations and understanding of the wider world.

Our strategy will be characterised by high expectations, early identification, precision and continuous evaluation. We will use quantitative and qualitative evidence, including assessment information, child work, attendance information, child voice, family engagement and staff knowledge, to understand the barriers individual children face and to evaluate whether our approaches are making a sustained difference. Where something is not having the intended impact, we will adapt our approach rather than allow provision to continue simply because it has always been provided.

Over the three years of this strategy, our ambition is to move from identifying and responding to disadvantage towards an increasingly precise and sustainable model in which every member of staff understands the barriers faced by disadvantaged children, knows the strategies that are most likely to help and can evaluate their impact.

Ultimately, we want disadvantage not to determine a child's experience, achievement or future opportunities. Every child should leave Farington Primary School with strong foundations in reading, writing and mathematics; a rich body of knowledge; the ability to communicate confidently; positive relationships and emotional security; and the confidence, character and self-belief to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils enter school with less well-developed language, communication and early reading skills, which can create barriers to accessing the wider curriculum and achieving well.
2	Some disadvantaged pupils experience wider socioeconomic and family pressures, including financial insecurity and changing home circumstances, which can impact on their wellbeing, behaviour and engagement with learning.
3	Some disadvantaged pupils have had fewer opportunities to access the wider developmental experiences, enrichment and cultural opportunities that support their personal, social and academic development.
4	Some disadvantaged pupils experience complex or changing family circumstances which can affect their emotional wellbeing, sense of stability, attendance and engagement with learning.
5	Some disadvantaged pupils experience social, emotional and wellbeing needs which can create barriers to engagement, readiness to learn and sustained academic progress.

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
Disadvantaged pupils develop strong language, communication, vocabulary and early reading skills, enabling them to access the curriculum confidently and make strong progress from their individual starting points.	• The attainment gap in early language, communication, phonics and reading between disadvantaged pupils and their peers is reduced. • Disadvantaged pupils make strong progress from their individual starting points. • A greater proportion of disadvantaged pupils meet age-related expectations in reading by the end of each key stage. • Disadvantaged pupils demonstrate improved vocabulary, comprehension and reading fluency. • Targeted intervention is timely, well matched to need and demonstrably effective.
Disadvantaged pupils and their families receive timely, appropriate support which reduces barriers arising from socioeconomic circumstances and enables pupils to engage positively and consistently with school and learning.	• Families experiencing financial or wider socioeconomic pressures are identified early and signposted/referred to appropriate support. • Disadvantaged pupils demonstrate improved engagement, behaviour and readiness to learn. • Barriers to participation in school life are identified and addressed promptly. • Attendance and engagement of disadvantaged pupils are closely monitored, with appropriate early intervention where concerns arise. • Families report that school is accessible, supportive and responsive to their circumstances.
Disadvantaged pupils have equitable access to a broad range of enrichment, cultural, sporting and developmental experiences that broaden their horizons, build confidence and develop their cultural capital.	• Participation rates for disadvantaged pupils in enrichment, trips, clubs, sporting and cultural opportunities increase. • Financial barriers do not prevent disadvantaged pupils from accessing key school experiences. • Pupils demonstrate increased confidence, independence and engagement in wider school life. • Disadvantaged pupils can articulate the knowledge, experiences and interests they have developed through enrichment opportunities. • We, as a school, monitor participation and proactively addresses gaps in access.
Disadvantaged pupils experiencing changing or complex family circumstances feel secure, supported and connected to school, enabling them to maintain positive attendance, relationships and engagement with learning.	• Children experiencing significant changes in family circumstances are identified promptly and offered appropriate pastoral support. • Children report that they have trusted adults in school and feel safe, valued and supported. • Attendance concerns are identified early and addressed through appropriate, supportive intervention. • Disadvantaged children experiencing family change maintain positive engagement with school wherever possible.

	• Effective communication between school and families supports consistency and continuity for children.
Disadvantaged pupils receive appropriate support to develop their emotional wellbeing, resilience, self-regulation and readiness to learn, enabling them to engage positively and make sustained academic progress.	• Children demonstrate improved emotional regulation, resilience and readiness to learn. • Identified children access appropriate pastoral, wellbeing or specialist support in a timely manner. • Behaviour incidents and/or learning interruptions for identified children reduce over time. • Children demonstrate improved engagement and participation in learning. • Disadvantaged pupils make sustained academic progress alongside improvements in wellbeing and engagement. • Pupil voice demonstrates that children feel supported, understood and able to seek help when needed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of high-quality phonics and early reading provision, including staff training, resources and consistent approaches across EYFS and KS1.	EEF: Phonics – systematic phonics is an effective approach to developing early reading, particularly when delivered through a consistent, high-quality programme.	Challenge 1: Language, communication and early reading
Development of vocabulary-rich teaching and explicit language and communication approaches across the curriculum.	EEF: Oral Language Interventions – oral language approaches can have a positive impact on pupils' communication and learning, particularly when integrated into everyday classroom practice.	Challenge 1: Language, communication and early reading
Continued professional development in adaptive teaching, scaffolding and responsive classroom practice, enabling teachers to address gaps and misconceptions effectively.	EEF: Special Educational Needs in Mainstream Schools / Teaching and Learning Toolkit – high-quality teaching and responsive adaptation are central to supporting pupils who experience barriers to learning.	Challenges 1 & 5: Language/reading; social, emotional and wellbeing needs
Strengthening assessment and identification of gaps in disadvantaged pupils' learning, with teaching adapted in response to identified need.	EEF: Guide to Pupil Premium – effective use of assessment and identification of barriers enables schools to target support appropriately and address gaps in learning.	Challenges 1 & 5
High-quality classroom resources and curriculum approaches that support vocabulary, reading, independence and access to the wider curriculum.	EEF: Teaching and Learning Toolkit – approaches which strengthen the quality of classroom teaching have the greatest potential to benefit disadvantaged pupils when implemented effectively.	Challenges 1 & 3: Language/reading; wider developmental experiences

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted small-group and/or individual reading intervention for disadvantaged pupils identified through assessment.	EEF: Reading Comprehension Strategies / Small Group Tuition – targeted approaches can support pupils who have specific gaps, particularly when linked closely to classroom teaching and assessment.	Challenge 1: Language, communication and early reading
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Targeted phonics intervention for pupils who have not yet secured the expected knowledge and skills.	EEF: Phonics – systematic and targeted phonics approaches are effective in supporting pupils who have not yet mastered early reading skills.	Challenge 1: Language, communication and early reading
Targeted vocabulary, language and communication intervention for pupils with identified gaps.	EEF: Oral Language Interventions – structured approaches targeting speaking, listening and vocabulary can improve language outcomes and support wider learning.	Challenge 1: Language, communication and early reading
Targeted academic support for disadvantaged pupils who are falling behind age-related expectations in reading, writing and/or mathematics.	EEF: Small Group Tuition – small-group tuition has a positive average impact when targeted at identified areas of need and delivered by appropriately trained staff.	Challenge 1, with wider impact on academic progress
Regular assessment and review of interventions, with pupils exiting, adapting or receiving further support according to evidence of impact.	EEF: Using Pupil Premium – schools should monitor the impact of approaches and use assessment to refine provision according to pupils' needs.	Challenges 1 & 5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide additional subsidies for educational visits and other extra-curricular activities.	From previous surveys, we established that many of our children, especially those in receipt of PP have very limited life experiences from which to draw from. Therefore, we use part of our PP funding to expand the opportunities available. This is completed through our Enrichment Offer.	Challenges 2 & 3
Targeted pastoral and wellbeing support for disadvantaged pupils experiencing social, emotional or wellbeing difficulties.	EEF: Social and Emotional Learning – SEL approaches can improve pupils' emotional wellbeing, behaviour and learning when implemented consistently.	Challenge 5: Social, emotional and wellbeing needs
Early identification and support for pupils experiencing complex or changing family circumstances, including appropriate communication with families and signposting to external support where required.	EEF: Guide to Pupil Premium / DfE Pupil Premium Guidance – understanding and addressing individual barriers and working with families are important elements of an effective strategy.	Challenges 2 & 4: Socioeconomic/family pressures; changing family circumstances
Targeted attendance support for disadvantaged pupils, including early identification of emerging absence and work with families to remove barriers to attendance.	DfE Working Together to Improve School Attendance / EEF attendance guidance – early identification, supportive parental engagement and targeted intervention are key elements of effective attendance practice.	Challenges 2 & 4: Socioeconomic/family pressures; changing family circumstances
Financial support to ensure disadvantaged pupils can participate fully in educational visits, residential, clubs and other school experiences.	EEF: Guide to Pupil Premium – schools should address non-academic barriers and ensure disadvantaged pupils can access opportunities that support wider development.	Challenge 3: Wider developmental experiences
Increased access to enrichment, cultural, sporting and personal development opportunities for disadvantaged pupils.	EEF: Teaching and Learning Toolkit / Pupil Premium guidance – wider strategies can address non-academic barriers and support pupils' engagement, confidence and broader development.	Challenge 3: Wider developmental experiences

Support to remove practical barriers to participation in school life where these arise from financial or family circumstances.	EEF: Guide to Pupil Premium – effective strategies identify and address the specific barriers faced by disadvantaged pupils and their families.	Challenges 2, 3 & 4
Development of pupils' resilience, self-regulation, relationships and readiness to learn through targeted pastoral provision and whole-school approaches.	EEF: Social and Emotional Learning – evidence indicates positive effects on social and emotional skills, behaviour and academic outcomes.	Challenge 5: Social, emotional and wellbeing needs

Total budgeted cost: £60,000

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 2025 to 2026 academic year.

The previous Pupil Premium strategy has had a positive impact on disadvantaged pupils at Farington Primary School. A combination of quality-first teaching, targeted academic support and wider strategies has contributed to improvements in academic outcomes, attendance, engagement, personal development and access to enrichment opportunities. The review of the previous strategy has identified significant progress against a number of the original challenges, while also highlighting areas where continued support and refinement are required.

1. Attendance and punctuality

Previous challenge: Attendance and punctuality amongst a small number of pupils eligible for Pupil Premium was affecting their academic success and progress.

Review: Attendance across the school has remained very strong. High expectations, robust monitoring, positive relationships with families, early intervention and targeted pastoral support have helped to ensure that disadvantaged pupils access learning regularly. Where individual attendance concerns have arisen, the school has worked proactively with families and external agencies to identify and address barriers.

Evaluation: Attendance and punctuality are no longer considered a significant whole-school barrier for disadvantaged pupils. The systems and approaches established through the previous strategy have had a positive impact. Attendance will continue to be monitored closely, with targeted support provided where individual pupils or families require additional help.

2. Socioeconomic and family pressures

Previous challenge: The national cost of living situation had increased vulnerability for some families, with home circumstances potentially disrupting support and contributing to changes in pupils' behaviour and emotional wellbeing.

Review: The previous strategy strengthened the school's pastoral and family support offer. Staff worked closely with families experiencing financial or wider difficulties, providing early help, signposting to external support and practical assistance where appropriate. These approaches helped to reduce the impact of wider socioeconomic pressures on pupils' wellbeing and engagement with school.

Evaluation: Wider socioeconomic and family pressures remain a relevant challenge for some disadvantaged pupils. The new strategy will move beyond a specific focus on the cost of living and instead recognise the broader range of financial, social and family circumstances that can affect pupils' wellbeing, stability, attendance and engagement with learning.

3. Academic outcomes

Previous challenge: A high proportion of disadvantaged pupils were leaving Key Stage 2 behind their peers academically.

Review: The school has seen significant and sustained improvement in outcomes for disadvantaged pupils. The 2026 end of Key Stage 2 data is particularly positive, with disadvantaged pupils performing well and the attainment gap having significantly narrowed. This represents a substantial improvement against one of the key academic challenges identified within the previous Pupil Premium strategy.

This progress reflects the impact of sustained quality-first teaching, effective assessment, targeted academic support, phonics and reading provision, moderation and responsive intervention. The previous strategy's emphasis on ensuring that disadvantaged pupils received high-quality teaching and appropriate support has contributed to stronger academic outcomes.

Evaluation: The previous challenge of disadvantaged pupils routinely leaving Key Stage 2 significantly behind their peers is no longer considered a significant barrier in the same way. The positive 2026 outcomes demonstrate that the school's approach is having a strong impact.

The new strategy will therefore focus on sustaining these strong outcomes and identifying and addressing barriers at an earlier stage, particularly in language, communication, vocabulary and early reading. This will help ensure that disadvantaged pupils develop strong foundations from the earliest stages of their education and sustain positive progress throughout their time at Farington Primary School.

4. Access to developmental, cultural and enrichment experiences

Previous challenge: Many disadvantaged pupils had not experienced the same range of developmental, cultural, sporting and enrichment opportunities as their peers.

Review: The previous strategy made significant investment in ensuring that disadvantaged pupils could access visits, residential opportunities, clubs, curriculum enrichment, sporting activities and wider experiences. The school's broader enrichment offer has provided pupils with opportunities to develop confidence, motivation, aspirations and wider personal skills. Pupil voice and engagement with these opportunities have been positive.

Evaluation: This remains a relevant area for continued focus. While the previous strategy has successfully increased access to wider experiences, differences in family circumstances and financial capacity can still affect the opportunities available to some disadvantaged pupils outside school. The new strategy will continue to ensure that disadvantaged pupils can participate fully in the school's enrichment, cultural, sporting and personal development offer.

5. Readiness to learn, communication and wider family circumstances

Previous challenge: Some pupils did not arrive at school in a capacity to learn and did not communicate positively about wider life.

Review: The previous strategy introduced and strengthened a range of approaches to support pupils' readiness to learn, including breakfast provision, pastoral support, nurture interventions and targeted speech, language and communication support. These approaches have helped pupils to settle, regulate their emotions, engage positively with others and access the curriculum. Strong relationships with families have also enabled us to identify and respond to concerns at an early stage.

Evaluation: The underlying barriers identified through this challenge remain relevant but have been refined within the new strategy. Some disadvantaged pupils experience complex or changing family circumstances

which can affect their emotional wellbeing, sense of stability, attendance and engagement with learning. In addition, differences in early language, communication and vocabulary development can affect pupils' ability to access the curriculum successfully.

The new strategy will therefore place greater emphasis on early identification and intervention, particularly around language, communication and early reading, alongside continued pastoral and family support.

6. Social, emotional and wellbeing needs

Previous challenge: The social and emotional needs of some disadvantaged pupils were negatively affecting their progress rates.

Review: The previous strategy strengthened pastoral provision, staff understanding of pupils' emotional needs, nurture approaches and targeted support. These approaches have contributed to improvements in emotional regulation, resilience, confidence and positive engagement with school. For many pupils, access to trusted adults and appropriate interventions has made a measurable difference to their ability to engage successfully in school life.

Evaluation: Social, emotional and wellbeing needs remain an important area of focus for some disadvantaged pupils. The positive impact of previous provision demonstrates the value of maintaining this support, while continuing to adapt provision in response to individual needs. The new strategy will continue to prioritise pupils' wellbeing, resilience, self-regulation and readiness to learn.

Overall evaluation

The previous Pupil Premium strategy has had a positive and measurable impact on disadvantaged pupils at Farington Primary School. In particular, the 2026 end of Key Stage 2 outcomes are very positive, with disadvantaged pupils performing well and the attainment gap having significantly narrowed. This represents a substantial improvement against one of the key academic challenges identified within the previous strategy.

Alongside this academic progress, the previous strategy has strengthened attendance, engagement, personal development, access to enrichment and pastoral support. Attendance is now considered a strength, while enrichment and pastoral provision continue to have a positive impact on pupils' confidence, wellbeing and engagement.

The review also demonstrates that some barriers remain relevant and require continued attention. Socioeconomic pressures, complex or changing family circumstances, social and emotional needs and differences in pupils' early language, communication and reading experiences continue to affect some disadvantaged pupils.

The 2026/27 strategy therefore builds on the successful approaches of the previous plan while refining the school's focus in response to current evidence. Rather than simply seeking to close an established Key Stage 2 attainment gap, the new strategy places greater emphasis on early identification of barriers, strong language and reading foundations, equitable access to wider experiences, family support and social and emotional wellbeing.

The overarching ambition remains unchanged: to ensure that disadvantage does not determine a pupil's outcomes and that every disadvantaged child at Farington Primary School is supported to achieve well academically, develop personally and participate fully in school life.