

# Pupil premium strategy statement

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   | Fernhurst Primary School                    |
| Number of pupils in school  | 154   |
| Proportion (%) of pupil premium eligible pupils   | 8% (TBC)                                    |
| 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   | September 2022                              |
| Dates on which it will be reviewed  | July 2023 and July 2024                     |
| Statement authorised by   | Jen Thornton, Headteacher                   |
| Pupil premium lead  | Sarah Allen, class teacher                  |
| Governor / Trustee lead   | Ann Pope, LGB lead for disadvantaged pupils |

## Funding overview

| Detail  | Amount           |
|---|------------------|
| Pupil premium funding allocation this academic year   | £16,620.00 (TBC) |
| Recovery premium funding allocation this academic year  | £2000 (TBC)      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0               |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £18,620.00 (TBC) |

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission is for all pupils, irrespective of background, to achieve their fullest potential academically and socially. We aim to support children by removing barriers to their learning, encouraging good progress therefore leading to high attainment. We support disadvantaged pupils to attain this goal. We encourage all children with Pupil Premium status and those who are disadvantaged to engage in all elements of school life and we support them to do this.

Our Pupil Premium Strategy will support all disadvantaged pupils through high-quality first teaching. This has been evidenced to be impactful at reducing the gap in attainment and will ensure that even high attaining pupils achieve their potential. Clear formative and summative assessments will ensure children's learning is supported appropriately and any gaps are filled prior to new learning added. Specialist teachers are used in certain subjects, such as music, ensuring the curriculum is accessible to all pupils. As part of the recovery funding, pupils are also being supported with a tutoring programme from the University Trust of which we are part and/or with an Academic Mentor. The activities we have outlined in this statement intend to support their needs, regardless of whether they are classified within Pupil Premium criteria as disadvantaged or not.

All pupils' wellbeing is a high priority in our school. Pupils are supported with managing their emotions with a solution focus. This supports pupils with developing resilience, building positive relationships and reflectiveness. Alongside our fully accredited Forest Schools offer, this pupil-centered inspirational learning process offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Speech and language/vocabulary gap <ul style="list-style-type: none"><li>47% of PP pupils are currently at working towards expectations or below in writing.</li></ul> |
| 2                | Economic/social disadvantage   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Impacts on cultural capital – many disadvantaged pupils have limited experiences beyond the family home/locality. During school closure, many disadvantaged pupils had no access to enrichment activities.</li> <li>• For some, basic needs are not met e.g. breakfast, correct uniform etc. –</li> <li>• Low aspirations from some disadvantaged families – cycle of underachievement/disengagement with education.</li> </ul> |
| 3 | <p>Attendance</p> <ul style="list-style-type: none"> <li>• Current average attendance for PP is 76%.</li> </ul>  |
| 4 | <p>Social, Emotional and Mental Health issues (SEMH)</p> <ul style="list-style-type: none"> <li>• Some PP pupils exposed to historical DV.</li> <li>• Early childhood trauma</li> <li>• Attachment difficulties</li> </ul>   |
| 5 | <p>Reading</p> <ul style="list-style-type: none"> <li>• 65% of PP pupils are currently working at age expected standards in reading (previously National Statistics 73%).</li> <li>• Data demonstrates that the specific domain area for development is inference</li> </ul>   |

## 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   |
|---|--|
| Raised attainment in reading, writing, maths and phonics.   | Difference is diminished within school between disadvantaged and their peers. All premium pupils without SEND are to attain in line with age related national outcomes. 100% of SEND pupil premium pupils are targeted to achieve at least one core subject at age related expectations. |
| Pupils and their parents engage and attend events.  | All pupils are able to attend extra-curricular activities and events.  |
| Overall attendance rates show an upward trend and the attendance of disadvantaged pupils is at least in line with those of their non-disadvantaged peers in school. | Attendance is 95%+ for most disadvantaged pupils.  |
| Pupils will be fully involved in all aspects of school life.  | Greater attendance at out of school opportunities such as after school clubs and sporting events.  |

## 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: £1807.62

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| High-quality teaching of Music and Languages through a specialist teacher.  | EEF has evidenced importance of, "having deep subject knowledge and flexible understanding of what is being taught."<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>   | 1,2                           |
| Develop writing across the school by reviewing the curriculum, strategies, sequencing etc to support writing development. | EEF has evidenced "that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success."<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf</a><br>"The quality of linguistic input can be characterised in a number of different ways, but central is the need for socially meaningful contexts to support learning."<br><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf</a> | 1,5                           |

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

Budgeted cost: £14,672.20

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted provision support the with the wellbeing of new EAL pupils through Ukrainian | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> | 1,3,4                         |

|  |   |           |
|--|---|-----------|
| teaching assist to facilitate play.  |   |           |
| Small group and individual tuition led by experienced school staff.                        | Teaching and Learning Toolkit EEF Small Group Tuition<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> | 1,2,3,4,5 |
| No Nonsense Maths implemented by experienced school staff to support mathematical fluency. | Teaching and Learning Toolkit EEF regarding mastery approach<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>   | 5         |

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

Budgeted cost: £2140.18

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide enrichment activities for pupils (e.g. trips, visitors, Forest School). Extend offer of extra-curricular activities to enhance the curriculum. | Research shows that building cultural capital, providing rich, varied enrichment activities has impact on the life experiences of disadvantaged children. Through pupil conferencing in school, we know that pupils value wider experiences like Forest School, which in turn has had a positive impact on some pupils' attendance. | 2,3,5                         |
| Support families with finance for before and after school clubs to ensure attendance.  | Significance of<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  | 2,3                           |

**Total budgeted cost: £ 18,620.00**

## 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 2021 to 2022 academic year.

We can see the impact of what we have put in place to support all disadvantaged children at Fernhurst Primary School. 53% of Pupil Premium children are now working at Age Related expectations with regards to writing. This is an improvement from 29%.

100% of our Year 6 pupils attended our week long residential. All or partial costs were paid for out of the funding for three pupils including appropriate clothing for one child.

The average attendance for Pupil Premium children was 96.88% by the end of Summer 2 with KS2 being 96.75%. 26% of pupils had attendance below 90% which was an improvement of 3%.

With regards to Social, Emotional and Mental Health issues (SEMH) and some children being exposed to historical DV, all who were effected have received specialist support.

65% of Pupil Premium children are now working at age related expectations for reading. This is an improvement of 20%.

### 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 |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure   | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | NA      |

|  |    |
|--|----|
| What was the impact of that spending on service pupil premium eligible pupils? | NA |
|--|----|

## Further information (optional)

NA