

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | Fernhurst Primary School |
| Number of pupils in school | 101 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Jen Thornton, Headteacher |
| Pupil premium lead | Nikki Ludlam, Senior Leader for Inclusion |
| Governor / Trustee lead | Penny Flux |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £8,880.00 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £8,880.00 |

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 to engage in all elements of school life and we support them to do this.

Our Pupil Premium Strategy will support 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 being added. Specialist teachers are used in certain subjects, such as languages and music, ensuring the curriculum is accessible to all pupils. As part of the recovery funding, pupils are also being supported with a tutoring program from the University Trust of which we are part. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

All pupils' wellbeing is a high priority in our school. This is supported through our highly-trained SEMH team, and pupils are supported with managing their emotions with a solution focus to difficulties they experience. This supports pupils with developing resilience, build positive relationships and reflectiveness. Alongside our Woodland and forest wellbeing 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.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been negatively affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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
- 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 | Speech and language/vocabulary deficiency <ul style="list-style-type: none"> 50% of PP pupils are currently working at working towards expectations or below in writing. |
| 2 | Economic/social disadvantage <ul style="list-style-type: none"> Impacts on life experiences – many disadvantaged pupils have limited experiences beyond the family home/locality. During school closure, many disadvantaged pupils had no access to enrichment activities. |

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| | <ul style="list-style-type: none"> For some, basic needs are not met e.g. breakfast, correct uniform etc. – Low aspirations from some disadvantaged families – cycle of underachievement/disengagement with education, including home-learning. |
| 3 | Attendance <ul style="list-style-type: none"> 20% of PP pupils have below 90% attendance. This is an issue particular to KS2 |
| 4 | Social, Emotional and Mental Health issues (SEMH) <ul style="list-style-type: none"> Some PP pupils exposed to historical DV. |
| 5 | Reading <ul style="list-style-type: none"> 65% of PP pupils are currently working towards or below age expected standards in reading. National states previously 73% of pupils were achieving age related expectations in reading. |

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 oral language skills and vocabulary among disadvantaged pupils in the Early Years | 90% to reach expected level of development in speaking |
| Improve phonics skills in Year 1 and Year 2 to enable disadvantaged children to achieve in line with their peers | 80% of disadvantaged children to pass phonics test in Year 1 95% of disadvantaged children to pass phonics test in Year 2 |

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| Improve reading both fluency and comprehension to enable disadvantaged to achieve in line with their peers. | <p>This is evident when triangulated with other sources of evidence including engagement in lessons and ongoing formative assessment.</p> <p>Key Stage 1 outcomes in 2022 for disadvantaged children 67% and by 2025 75%</p> <p>Key Stage 2 outcomes in 2022 for disadvantaged children 75% by 2025</p> |
| Improve the quality of writing to enable disadvantaged children to achieve in line with their peers | <p>This is evident when triangulated with other sources of evidence including engagement in lessons and ongoing formative assessment.</p> <p>Key Stage 1 outcomes in 2022 for disadvantaged children 67% and by 2025 75%</p> <p>Key Stage 2 outcomes in 2022 for disadvantaged children 75% by 2025 in line with non-disadvantaged</p> |
| Improve the outcomes for disadvantaged children in maths to achieve in line with their peers | <p>This is evident when triangulated with other sources of evidence including engagement in lessons, times tables test and ongoing formative assessment</p> <p>Key Stage 1 outcomes in 2022 for disadvantaged children 67% by 2025 in line with non-disadvantaged</p> <p>Year 4 multiplication test 75% in 2022 for disadvantaged children</p> <p>Key Stage 2 outcomes in 2022 for disadvantaged children 65% by 2025 in line with non-disadvantaged</p> |
| To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils | <p>Sustain high attendance from 2025 demonstrated by: The overall attendance rate for all pupils being at least 96% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced by 3%. The percentage of all pupils who are persistently absent being reduced from 15% in summer 2021 to 5% in 2025</p> |

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: £13,442.17

| 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." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 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." https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf "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." https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf | 1,5 |
| Variety of books added to the library and access online to different texts. | Improving reading fluency https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf Access to high-quality texts, with rich vocabulary exposes pupils to a wider vocabulary, thus improving reading comprehension and language skills. EEF cite the importance of using vocabulary-rich texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,5 |

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

Budgeted cost: £14,098.83

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted ELSA provision support with wellbeing. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1,3,4 |
| Small group and individual tuition led by experienced school staff. | Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,3,4,5 |
| Academic mentor used to support small scale intervention throughout the school. | Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,3,4,5 |

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

Budgeted cost: £4,749.00

| 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 2,3 |
| Whole school CPD with Mark Finnis. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour | 1,2 |

| | | |
|--|---|--|
| | reports/behaviour&utm_medium=search&utm_campaign=site_searchh&search_term | |
|--|---|--|

Total budgeted cost: £ 32,290.00

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 2020 to 2021 academic year.

Due to COVID-19, the provision through the Pupil Premium funding allowed all disadvantaged children to access home learning. The well-being support through the ELSA team ensured that children were closely monitored, and bespoke support was put in place where appropriate enabling more pupils to access their learning.

The school worked with speech and language initiatives, such as Language Link and Speech Link, and Speaking Spaces, a private speech and language provider to support the development of speech for pupils as well as vocabulary development within all curriculum subjects.

Reading was well supported with the introduction of Little Wandle phonics. This required specific intervention for pupils to support a rapid catch up programme. This was effective with good progress evident for the pupils involved.

Attendance support in place supported families to improve attendance for the vast majority of pupils with attendance at 96.88% for PP pupils by the end of the Summer term 2022.

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 |
|---------------------|----------------------|
| Accelerated Reader | Renaissance learning |
| Dyslexia support | Dyslexia Gold |
| Times Tables | TT Rockstars |
| Early Maths support | White Rose Maths |
| Swimming lessons | Everyone Active |
| Sports coaching | CM Sports |
| Music tuition | Rockband |

Service pupil premium funding (not included as the school

has no service children)