

Pupil premium strategy statement – Ferndale Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	549
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	(2024/25) (2025/26) (2026/27)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Ruth Gillett
Pupil premium lead	Mr Ben Sansom
Governor lead	Mr Richard Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,200
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£244,200

Statement of intent

At Ferndale, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are committed to providing every child with the highest possible quality of education and experiences, and ensuring all pupils have an equal chance to succeed - particularly the most disadvantaged. We are determined to ensure that our children are given every chance to realise their full potential. Our key drivers of Inspiration, Aspiration and Inclusion are at the heart of our curriculum and our approach to planning for our pupil premium children.

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.

We recognise that common barriers to learning for disadvantaged children, can be financial, less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from reaching their full potential. The important message of this is for us to not judge, but to support.

The challenges are varied and complex meaning there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's social and emotional health to enable them to access learning at an appropriate level.
- ✓ To support our families to ensure that no child is left behind or has less opportunity at school.
- ✓ To ensure our children attend school and are on time, to ensure there is no lost learning time.

We aim to do this through:

- ✓ Ensuring that all children across the school receive at least good teaching, with increasing percentages of outstanding teaching.
- ✓ Ensuring that teaching and learning opportunities meet the needs of all pupils, through skilful adaptation, including additional adult support.
- ✓ Supporting pupils through bespoke mentoring to improve their social and emotional health and behaviour.

- ✓ Supporting families financially through subsidised trips, enhancing opportunities for music and physical activity, alongside experiences out of school, such as day and residential trips.
- ✓ Supporting families via our attendance officer and parent support worker, breaking down barriers and ensuring good attendance

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that the % of PP children achieving ARE in reading, writing and maths is below the NA for PP and non PP in the majority of year groups.
2	Internal and external assessments show that the % of PP children achieving GDS in reading and maths is below the NA for PP and non-PP in the majority of year groups, they require additional intervention, support and resources to reach their targets.
3	Our observations and parent feedback shows us that many PP families are struggling financially. They require financial support to access trips and experiences in school as well as support with accessing uniform and food. This is offered through our Ferndale Family Hub and Parental Support team. Parents sometimes require some support with routines and behaviour in the home, which can sometimes impact on attendance and punctuality.
4	Our attendance data for 2023/24 indicates that attendance and punctuality among PP pupils has been lower than non-PP. The % of pupils that are considered persistently absent has been higher for PP than non- PP pupils. This is addressed through our teachers, SLT, attendance officer, parental support worker and learning mentor – ensuring that any emotional based school avoidance is addressed.
5	Our observations show that a number of PP children have more social and emotional needs, leading to the need for more specific mentoring or additional support. This is offered by our learning mentor, parental support worker and our well-trained staff. We also access external support when necessary.

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 phonics attainment among disadvantaged pupils.	At the end of year 1 and 2, the gap between PP and non-PP will be reduced . Professional development further supports high-quality teaching
Improved reading attainment among disadvantaged pupils.	Reduce the gap between PP and non-PP at ARE and GDS across years 1-6 Professional development further supports high-quality teaching
Improved writing attainment for disadvantaged pupils.	Reduce the gap between PP and non-PP at ARE and GDS across years 1-6 Professional development further supports high-quality teaching
Improved maths attainment among disadvantaged pupils.	Reduce the gap between PP and non-PP at ARE and GDS across years 1-6 Professional development further supports high-quality teaching
To achieve and sustain improved wellbeing for pupils and their families.	An increase in participation in enrichment activities, particularly among disadvantaged pupils, including trips and extra-curricular activities. A reduction in reflection visits. Increase parental engagement at events offered in school and from the Ferndale Spoke
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Increased attendance for PP children to ensure it is Reduce to the NA for PP and non-PP. Decrease the number of late marks for PP children. Reduce the % of PA for PP children

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £138,294

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
<p>To reduce the gap in attainment for PP children compared to non PP in all year groups in reading,</p> <ul style="list-style-type: none"> • General support to focus on PP children, developing basic skills for reading through interventions and 1:1 reading. • Resources to support outcomes for GDS. • Enhanced resources to support the teaching of reading. • CPD developing metacognition and self-regulation. 	<p>EEF:</p> <p>Metacognition and self-regulation + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Reading comprehension strategies + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Tailoring instructional strategies through adaptive teaching +4 months EEF, <i>Teaching and Learning Toolkit: Individualised Instruction</i> (2022). EEF Website - here</p> <p>Embedding formative assessment https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>Oral language interventions + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>TLAC (teach like a champion) teaching and learning strategies for all staff to enhance quality first wave teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=coaching</p>	1,2

	<p>Instructional Coaching of staff by leaders</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>To reduce the gap in attainment for PP children compared to non-PP in all year groups in writing.</p> <ul style="list-style-type: none"> • Further resources for kinetic letters. • General support to focus on PP children, developing basic skills for writing through interventions. • Resources to support outcomes for GDS. • Enhanced resources to support the teaching of writing. • CPD – developing effective feedback and marking and moderation. 	<p>EEF Metacognition and self-regulation + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Small group tuition + 4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Tailoring instructional strategies through adaptive teaching +4 months EEF, Teaching and Learning Toolkit: Individualised Instruction (2022). EEF Website - here</p> <p>Embedding formative assessment https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>TLAC (teach like a champion) teaching and learning strategies for all staff to enhance quality first wave teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=coaching</p> <p>Instructional Coaching of staff by leaders https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>PVPG (The Place Value of Punctuation and Grammar) https://grammarsaurus.co.uk/portal/wp-content/uploads/2023/07/cpd-about-the-course.png</p>	1,2
<ul style="list-style-type: none"> • To reduce the gap in attainment for 	<p>EEF Metacognition and self-regulation + 7 months</p>	1,2

<p>PP children compared to non-PP in all year groups in maths.</p> <ul style="list-style-type: none"> • CPD via bespoke TLR developing metacognition and self-regulation. • General support to focus on PP children, developing basic skills for maths through intervention. • Enhance resources for teaching concepts, including practical equipment. • Resources to support outcomes for GDS. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Small group tuition + 4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Tailoring instructional strategies through adaptive teaching +4 months EEF, <i>Teaching and Learning Toolkit: Individualised Instruction</i> (2022). EEF Website - here</p> <p>Embedding formative assessment https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>TLAC (teach like a champion) teaching and learning strategies for all staff to enhance quality first wave teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=coaching</p> <p>Instructional Coaching of staff by leaders https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>To reduce the gap between PP and non PP pupils passing the phonics check at year 1 and 2</p> <ul style="list-style-type: none"> • Targeted Support Staff in years 1 and 2 • General support to focus on PP children, developing phonics skills. 	<p>EEF</p> <p>Small group tuition + 4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>phonics intervention +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2

<p>To reduce the gap between PP and non PP pupils reaching the expected standard in EYFS</p> <ul style="list-style-type: none"> • Bespoke interventions • Speech and language development via Neli 	<p>EEF Early years Interventions + 5 months</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation&utm_medium=search&utm_campaign=site_search&search_term=neli</p> <p>Early literacy approaches +4months</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches?utm_source=/early-years/toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_search&search_term=early%20years</p> <p>Early numeracy approaches +7 months</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches?utm_source=/early-years/toolkit/early-numeracy-approaches&utm_medium=search&utm_campaign=site_search&search_term=early%20years</p> <p>Oral language intervention + 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=early%20years%20interventions</p>	1,2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £58,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer (+FSW) -to phone/text parents on 1 st day of absences -to monitor PA	EEF Parental engagement +4 months	3, 4

<p>-letters sent to parents -meetings with parents -working closely with LA attendance and prosecution service</p> <p>Rewards for termly and yearly attendance purchased.</p>	<p>There is a clear link between poor attendance and lower academic achievement DfE Working together to improve school attendance August 2024 DfE - Securing good attendance and tackling persistent absence Feb 2022 DfE - Communicating with families to support attendance Sep 2023</p>	
<p>Learning Zones across school for children with specific SEN needs.</p> <p>SEN K specific intervention and resources to deliver effectively</p>	<p>EEF Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2</p>

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop enrichment opportunities for PP children</p> <ul style="list-style-type: none"> To increase the numbers of PP pupils playing a musical instrument. 50% subsidy on trips and residential. 50% subsidy for external visitors to 	<p>EEF Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Arts + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3,5</p>

<p>enhance the curriculum.</p> <ul style="list-style-type: none"> • Contribution towards whole school visitors / experiences eg theatre groups • Enhancement of the learning environment. 		
<p>To promote well being and offer specific support to specific children and their families.</p> <p>Parent Support Worker to work with disadvantaged families offering Early Help. Providing support for the families during their time at Ferndale via our Ferndale Family Hub. Supporting transition to secondary school.</p> <ul style="list-style-type: none"> • To promote confidence, self- esteem and confidence in learning by assisting with purchases of uniform and equipment needed for school if needed. • Specific intervention from external agencies • Behaviour support / 	<p>EEF</p> <p>Behaviour +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Mentoring +2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3,4,5</p>

<p>mentoring for identified PP and LAC pupils through 1:1 and group sessions – for both KS 1 and 2.</p> <ul style="list-style-type: none">• Milk purchased for over 5s.• Breakfast Bagels 25% top up from NSPB		
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Total budgeted cost: £244,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our school is a mixed, three form entry with 33 different languages, 18 EHCPS and above average mobility. We serve an urban area that has high economic disadvantage (more than half of the children live in areas that have above-average levels of income deprivation, with less than 1% living in the least 20% level of deprivation). We embrace and celebrate our whole community and have the highest aspirations for all.

Wellcomm data shows that the majority of children enter Early Years well- below age-related expectations. Autumn 24 shows that in Reception, 78% entered below ARE (62% red, 16% amber, 22% green) and in Nursery, 63% entered below ARE (44% red, 19% amber, 37% green).

At the end of 23/24 mobility across Years 1-6 for the last two years was 14% (68/486) new starters. KS1 mobility was 16% (23/142) and KS2 mobility was 13% (45/344). Mobility affects pupil performance in all subjects. Typically, at Ferndale, the majority of children who join their cohort later tend to be working below ARE. At the end of Summer '24, of all the children who had joined in the last 2 years, percentages were as follows: in reading, 75% (51/68) children were not ARE at baseline; in writing, 76% (52/68) children were not ARE at baseline; in maths, 72% (49/68) children were not ARE at baseline.

Of our 131 EAL children at Ferndale, 37 of them (28%) are PP.

Of our 105 SEN children at Ferndale, 34 of them are also PP (32%).

47% of new starters are also PP.

MOBILITY

Year 2 – 41% of the cohort are PP (22/53). Of these 18% are also SEN. 11/53 (20%) of the cohort joined after Aut term reception. Of these 11 children, 82% (9/11) were not secure at baseline in reading, writing and maths.

Year 3 26% of the cohort are PP (22/86). Of these 36% are also SEN. 12/86 (14%) of the cohort joined during Year 1 and Year 2. Of these 12 children, 83% (10/12) were not secure at baseline in reading and writing and 67% (8/12) in maths. PP are below Non-PP in all areas.

Year 4 27% of the cohort are PP (22/83). Of these 14% are also SEN. 28/83 (30%) of the cohort joined during Year 2 and Year 3. Of these 28 children, 93% (26/28) were not secure at baseline in reading and 82% (23/28) are below in writing and maths. PP are below Non-PP in reading and maths but above in writing.

Year 5 25% of the cohort are PP (21/85). Of these 29% are also SEN. 12/85 (14%) of the cohort joined during Year 3 and Year 4. Of these 12 children, 58% (7/12) were not secure at baseline in reading, writing and maths. 5 children previously joined in Year 2 taking the overall mobility to 16/86 (20%) since the start of Year 2. PP are below Non-PP in writing but above in reading and maths.

Year 6 33% of the cohort are PP (26/78) Of these 19% are also SEN. 9/78 (11%) of the cohort joined during Year 4 and Year 5. Of these 9 children, 78% (7/9) were not secure at baseline in reading, writing and maths.

Year 4 MTC

PP - Average score of 21, +0.4 above the LA average

0-5	6-10	11-15	16-20	21-25	25 marks
1%	6%	20%	19%	53%	23%

Attainment of Pupil Premium Pupils (July 2024) *not taking account of SEN or mobility	
EYFS	School (LA)
% achieving ARE or above in literacy	35.3 (53.2)
% achieving ARE or above in numeracy	35.3 (59.2)
% achieving ARE or above at GLD	35.3 (52.7)
Year 1 Phonics Screening	
% achieving the expected standard	65.0 (71.2)
End of Key Stage 2	
% achieving ARE or above in Reading, Writing and Maths	33 (48)
% achieving Greater Depth in Reading, Writing and Maths	0.0 (2.8)
% achieving Age Related and above in Reading	48.0 (65.0)
% achieving Greater Depth in Reading	7 (18.0)
% achieving Age Related and above in Writing	48 (62.0)
% achieving Greater Depth in Writing	7 (5.3)
% achieving Age Related and above in Maths	44 (60.7)
% achieving Greater Depth in Maths	7 (14.1)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance.

Overall attendance is consistently above LA, regional and national YTD when considering FFT data – 96.1 % YR-6 (5958 primaries). DfE shows Ferndale as 94.1%, with National being 94.5. Absence among disadvantaged pupils was 1.4% higher than their peers and National. Persistent absence was 1.3% higher than those non disadvantaged. These gaps are why attendance is a continued focus of our current plan.

We have reviewed our strategy plan and made amended it to reflect how we intend to use some of our school budget this academic year. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health remain a priority. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths interventions	LBQ
Grammar support PVPG	Grammarsaurus