

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	542
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	(2021/22) (2022/23) 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Ruth Gillett
Pupil premium lead	Mrs Rachel Rought / Mr B Sansom
Governor lead	Mr Richard Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,430
Recovery premium funding allocation this academic year	£23,679
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£236,109

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 strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and 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.

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 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.
- ✓ Investing in highly skilled learning support practitioners to support whole class teaching and to deliver quality interventions.
- ✓ Investing in tutoring for small groups of children – topping up the school –led tutoring allocated fund.
- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils, through skilful differentiation, 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

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged e.g. have a social worker or who act as a carer

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. They require additional intervention and in-school support to reach their targets.
2	Internal and external assessments show that the % of PP children achieving GDS in reading, writing 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 2022/23 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 attendance officer, parental support 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 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 have closed.
Improved reading attainment among disadvantaged pupils.	Close the gap between PP and non-PP at ARE and GDS across years 1-6
Improved writing attainment for disadvantaged pupils.	Close the gap between PP and non-PP at ARE and GDS across years 1-6
Improved maths attainment among disadvantaged pupils.	Close the gap between PP and non-PP at ARE and GDS across years 1-6
To achieve and sustain improved wellbeing for pupils and their families.	An increase in participation in enrichment activities, particularly among disadvantaged pupils, including trips, residential and extra-curricular activities. A reduction in reflection visits and regular visitors to reflection. Increase parental engagement at events offered in school and from the Ferndale Family Hub.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Increased attendance for PP children to ensure it is close 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £134,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
To close the gap in attainment for PP children compared to non-PP in all year groups in reading, <ul style="list-style-type: none">General support to focus on PP children, developing basic	EEF: Metacognition and self-regulation + 7 months Reading comprehension strategies + 6 months	1,2

<p>skills for reading through interventions and 1:1 reading.</p> <ul style="list-style-type: none"> • Resources to support outcomes for GDS. • Lexia Intervention. • Enhanced resources to support the teaching of reading. • CPD via bespoke TLR developing metacognition and self-regulation. 	<p>Small group tuition + 4months</p> <p>feedback +6 months</p>	
<p>To close 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</p> <p>Metacognition and self-regulation + 7 months</p> <p>Small group tuition + 4months</p> <p>Feedback +6 months</p>	1,2
<ul style="list-style-type: none"> • To close the gap in attainment for PP children compared to non-PP in all year groups in maths. • CPD via bespoke TLR developing metacognition and self-regulation. • General support to focus on PP children, developing basic skills for maths through intervention. 	<p>EEF</p> <p>Metacognition and self-regulation + 7 months</p> <p>Small group tuition + 4months</p> <p>feedback +6 months</p>	1,2

<ul style="list-style-type: none"> Enhance resources for teaching concepts, including practical equipment. Resources to support outcomes for GDS. 		
<p>To close 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</p> <p>phonics intervention +5 months</p>	1,2
<p>To close 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</p> <p>Early years Interventions + 5 months</p> <p>Oral language intervention + 6 months</p>	1,2

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

Budgeted cost: £56,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer (PSW)</p> <ul style="list-style-type: none"> -to phone/text parents on 1st day of absences -to monitor PA -letters sent to parents -meetings with parents -working closely with LA attendance and prosecution service <p>Rewards for termly and yearly attendance purchased.</p>	<p>EEF</p> <p>Parental engagement +4 months</p>	3, 4
Tuition provided for identified children to	<p>EEF:</p> <p>Small group tuition +4 months</p>	1,2

address gaps in their knowledge and skills Supply teachers used to deliver tuition to specific groups across school.	1:1 tuition + 5months,	
Learning Zones across school for children with specific SEN needs. SEN K specific intervention and resources to deliver effectively	EEF Small group tuition + 4 months	1,2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop enrichment opportunities for PP children <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 enhance the curriculum. Contribution towards whole school visitors / experiences eg theatre groups Enhancement of the learning environment. 	EEF Outdoor adventure learning + 4 months Arts + 3 months	3,5
To promote well being and offer specific support to specific children and their families. Parent Support Workers to work with disadvantaged	EEF Behaviour +4 months Social and emotional +4 months Mentoring +2 months	3,4,5

<p>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 / mentoring for identified PP and LAC pupils through 1:1 and group sessions – for both KS 1 and 2. <ol style="list-style-type: none"> 1. Milk purchased for . 2. Breakfast Bagels 25% top up from NSPB 	Physical activity +1 month	
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Total budgeted cost: £236,109

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that:

PP 64% GLD, **+11.4%** compared to the LA average.

Year 1 phonics - 56% of PP met the standard, which is **-12%** when compared to the NA for PP . Without SEN included, this is 57% **(-11%)**

Year 2 phonics - 83% of the PP children met the standard, which is **+2%** when compared to the NA.

KS 1 SATS - Broadly inline with the NA at ARE for reading and writing and above for maths and RWM combined. The % of children at GDS was very low, with non in writing, maths or combined.

	EXS	GDS
Reading	53% (-1%)	5% (-4%)
Writing	45% (=)	0% (-3%)
Maths	58% (+2%)	0% (-8%)
Combined	42% (+2%)	0% (-2%)

Year 4 MTC PP - Average score of 21, **+1.5** above the LA average

0-5	6-10	11-15	16-20	21-25
0%	0%	10.5%	31.6%	52.6%

Year 6 SATS - ARE and GDS in reading and ARE in maths was below the NA for PP children. However, writing and GPS ARE and maths and GPS GDS were above, with writing GDS being more inline. **38% of the PP children are also SEN, including x4 EHCP children.**

	EXS	GDS
Reading	52% (-8%)	12% (-5%)
Writing	64% (+6%)	6% (-1%)
Maths	52% (-7%)	24% (+11%)
GPS	67% (+8%)	30% (+11%)
Combined	42% (-2%)	3% (=0%)

Year 1 (15% of the PP cohort are also SEN) - PP at ARE is below the NA for PP and the non-PP children in the cohort, the gap is wider for writing. There were no GDS PP children in reading, writing or maths.

Year 3 (32% of the PP cohort are also SEN) – PP ARE is broadly in line with the NA for PP in reading, writing and maths, although they are below the NA for non-PP and the non-PP in the cohort. The gap is wider when looking at GDS.

Year 4 (9% of the cohort are also SEN) – PP ARE and GDS are in line with the NA for PP and are inline with the non-PP in the cohort for ARE, although there is a wider gap when looking at GDS.

Year 5 (14% of the PP cohort are also SEN) – PP at ARE is below the NA for PP in reading and writing, but is broadly in line in maths. GDS is below the NA for PP in reading, writing and maths, with the widest gap being in reading. The gap is wider when comparing to the non PP in the cohort in reading, writing and maths.

The data demonstrates that there are some positive outcomes for GLD, year 2 phonics, the multiplication check in year 4 and GDS for year 6 in maths and GPS. However, there are still gaps between PP and non-PP children when comparing to the NA for PP and when comparing our PP cohort to the non-PP in school. This across reading, writing and maths both at ARE and GDS in most year groups, with the widest gap being in writing.

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

There has been a reduction in PP children who visit reflection and who are considered regular visitors to reflection (More than 3 times). This has been because of bespoke mentoring and in class support to meet individual needs.

The attendance of PP children has improved over time, but is still below non PP. The levels of PA for PP children have reduced, but are still higher than non PP. The number of PP children who are considered as 'regularly late' has decreased but is still higher than those who are non PP.

Based on all the information above, the performance of our disadvantaged pupils did not fully meet expectations, but we are at present on course to broadly achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that there have been some positive outcomes and improvements for PP children in several areas, but overall attainment for ARE and GDS is still below in the majority of year groups.

We have reviewed our strategy plan and made amended it to reflect how we intend to use some of our budget this academic year.

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
Lexia	