

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	525
Proportion (%) of pupil premium eligible pupils	163 = 31%
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 2025
Date this statement was updated	May 2026
Date on which it will be reviewed	July 2026
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	£246,945
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£246,945

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 and our SIP plan (school improvement plan) of belong, believe and achieve 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", including mobility. At Ferndale mobility including current year (to date – 26.03.26) and previous year is 65 new starters (51 of which were not secure in Reading 78%; Writing and Maths 53/65 82%) and 45 children have left (23/ 45, 51%who were secure in Reading and Writing and 28/45 62% in Maths). This mobility has impacted on whole school data by –8.09% in Reading, -8.88% in Writing & -10.82% in Maths.

Decisions made on how the pupil premium funding is spent are taken with the school's context in mind and informed by research conducted by the Educational Endowment Fund, among others.

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:

- ✓ Securing strong foundations for all children, through teachers' expert knowledge and highly effective choices about what, when and how to teach it, in the context of the subject, phase and children's needs.
- ✓ 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.
- ✓ Supporting families via our attendance officer and parent support worker, breaking down barriers and ensuring good attendance

Our pupil premium strategy is an important part of our wider school improvement plan of belong, believe, achieve, where our focus of improving attendance and supporting the community (belong), promoting wellbeing and aspirations (believe) and improving outcomes (achieve) align.

Challenges

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

Challenge number	Detail of challenge
1 - phonics	<p>Internal and external assessments show that the % of disadvantaged children meeting the phonics standard was 48%, which is below that national average of 67%. 45% of the children who didn't pass have SEN (Special Educational Needs) and 36% were EAL (English as an Additional Language). Together, 82% of the PP (Pupil Premium) children that didn't meet the standard we SEN and EAL (Acquisition below c)</p> <p>This challenge links to our SIP focus, within achieve where our focus is on closing the gap to national phonics.</p>
2 - progress	<p>Progress of PP children during the year 24/25 has been strong with 100% making progress in reading. However, internal and external assessments show that the % of PP children achieving ARE (Age-related expectation) in reading, writing and maths is slightly below</p>

	<p>the ARE for non-PP in the majority of year groups. This links to our SIP focus of achieve in which we aim to improve outcomes (particularly in WEP– writing, EYFS and phonics)</p>
3- Family hub	<p>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, which links to our SIP focus of belong and to protect and provide for our community. Parents sometimes require some support with routines and behaviour in the home, which can impact on attendance and punctuality. Governors made the strategic decision to run a hub to support both the community and our families in need.</p>
4 - GLD	<p>Children entering school have low language development. This can be related to having English as an additional language, or from lack of access to language rich environments. 75% of 24/25 Reception cohort were not school ready. 30% were 'not ready' and pupil premium. This year, that figure is 60% not ready, with 22% of them being PP. In 2526 Nursery, 75% entered below ARE for WELLCOMM (51% red, 24% amber, 24% green. In 2526 Reception, 68% entered below ARE (45% red, 23% amber, 32% green). We are targeting the development of early language and communication skills as priority. 60% of the reception cohort are 'not ready', demonstrating gaps across several school readiness domains. This links to our SIP focus, within achieve where our focus is to increase the number of pupils achieving GLD (Good Level of Development) in EYFS.</p>
5 - attendance	<p>Our attendance data for 2024/25 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, which links to our SIP focus of belong and to reduce attendance gap of pp and all groups of children to be above or more in line with NA.</p>
6 - SEMH	<p>Our observations show that a number of PP children have more social, emotional and mental health 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, which links to our SIP focus of belong and believe where we aim to</p>

	support a community that thrives in wellness and aspirations. We also access external support when necessary.
7 – Cultural capital	The school is located in an area of high deprivation, which can reduce the wider experiences our disadvantaged pupils have access to, and thus, places a duty on the school to reduce the cultural capital deficit.
8 – Family hub	85% of pupils live in the 1 st – 3 rd deciles for most deprived for their living environment, with 77% in deciles 1-2. 15% of our children live more than 2 km away. (71% of the children live in areas that are in the lowest 40% levels of deprivation, with 0.8% living in the least 30% level of deprivation, 14% live in lowest). Our SIP focus of belong and believe links to this where we aim to increase family hub participation, protect and provide for our community, further improve wellbeing and provide a range of career aspirations.

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. A3 - Achieve	At the end of year 1 and 2, the gap between PP and non-PP will have closed. Professional learning further supports high-quality teaching
Improve GLD attainment among disadvantaged pupils. A3 - Achieve	At the end of Reception, the gap between PP and non-PP will have closed.
Improved reading attainment among disadvantaged pupils. A3 - Achieve	Reduce the gap between PP and non-PP at ARE and GDS across years 1-6 Professional learning further supports high-quality teaching
Improved writing attainment for disadvantaged pupils. A3 - Achieve	Reduce the gap between PP and non-PP at ARE and GDS across years 1-6 Professional learning further supports high-quality teaching
Improved maths attainment among disadvantaged pupils. A3 - Achieve	Reduce the gap between PP and non-PP at ARE and GDS across years 1-6 Professional learning further supports high-quality teaching

<p>To achieve and sustain improved wellbeing for pupils and their families.</p> <p>B2 - Believe</p>	<p>An increase in participation in enrichment activities, particularly among disadvantaged pupils, including trips and extra-curricular activities.</p> <p>A reduction in reflection visits.</p> <p>Increase parental engagement at events offered in school and from the Ferndale Spoke, which is our Ferndale hub. Ferndale are members of the Early Help Partnership and work with the local community and key health partners to act as a gateway to support with increased participation and opportunities.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> <p>B1 - Belong</p>	<p>Reduce attendance gap of PP & all groups to be above or more in line with NA.</p>

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, professional learning, recruitment and retention)

Budgeted cost: £140,23

Activity	Evidence that supports this approach	Challenge 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 • Enhanced resources to support the teaching of reading. 	<p>EEF (Education Endowment Foundation):</p> <p>Metacognition and self-regulation + 8 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</p>	<p>C 3 and A3 – achieve in our SIP</p>

<ul style="list-style-type: none"> Professional learning supporting metacognition and self-regulation linked to or SIP focus of A3 and our use of TLAC strategies for teaching and learning. 	<p>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> <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 in attainment for PP children compared to non-PP in all year groups in writing.</p>	<p>EEF Metacognition and self-regulation + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>C 3 and A3 - achieve in our SIP</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. • Professional learning – supporting effective feedback and marking and moderation. • Professional learning supporting metacognition and self-regulation linked to or SIP focus of A3 and our use of TLAC strategies for teaching and learning. 	<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> . 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>	
<ul style="list-style-type: none"> • To reduce the gap in attainment for PP children compared to 	<p>EEF Metacognition and self-regulation + 7 months</p>	<p>C 3 and A3 -</p>

<p>non-PP in all year groups in maths.</p> <ul style="list-style-type: none"> Professional learning 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. Professional learning supporting metacognition and self-regulation linked to or SIP focus of A3 and our use of TLAC strategies for teaching and learning. 	<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>achieve in our SIP</p>
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<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 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>	<p>C 2 and A3 - achieve in our SIP</p>
<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 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 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 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 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>	<p>C 1 and A3 - achieve in our SIP</p>

	<p>Personal Social and Emotional Development – EEF https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</p> <p>Improving early education through high-quality interactions – EEF https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions/strategies-to-support-everyday-practice</p>	
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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
<p>Attendance officer</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 Parental engagement +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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>C 5 and B1- belong in our SIP</p>
<p>Learning Zones across school for children with specific SEN needs.</p>	<p>EEF Small group tuition + 4 months</p>	<p>C 2, 3, 6 and A3 -achieve in our SIP.</p>

SEN K specific intervention and resources to deliver effectively	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,809

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 50% subsidy for external visitors to enhance the curriculum. Contribution towards whole school visitors / experiences eg theatre groups Enhancement of the learning environment. 	<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>C 4, 6, 7, 8 and B1 – belong and B2 – believe in our SIP</p>
<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</p>	<p>EEF Behaviour +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional +4 months</p>	<p>C 4, 6, 7, 8 and B1 – belong and B2 – believe in our SIP</p>

<p>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. • Milk purchased for over 5s. • Breakfast Bagels 25% top up from NSPB 	<p>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>	
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Total budgeted cost: £246,945

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.

Headlines

The data demonstrates that there are positive outcomes across school. For the multiplication check in year 4 the average score was above both local and national average scores. In KS2 we were above national in reading and in line in writing nationally. Our combined scores were also above national. Our combined PP GDS % was 6% above the national %.

MTC average score for PP children (21.9) was 1.1 above LA at 20.8. It was also 2.2 above National at 19.3.

The TLAC approach supported by our PP strategy has supported the progress of PP children during the year, which has been strong with 100% making progress in reading and 99% making expected progress in writing. However, our whole school ARE % for PP is slightly below non-pp ARE for reading, writing and maths. Without SEN this % is in line with non-pp due to the progress that are PP group have made this year.

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

The attendance of PP children has improved over time to 94.2% compared to 92.61% locally, and is now just below non-PP. The levels of PA for PP children have reduced over time and the number of PP children who are considered as 'regularly late' has decreased.

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.

Context

Our school is a mixed, three form and two form entry with 33 different language, 32 EHCPs (approx. 11 pending) 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 25 shows that in Reception, 68% entered below ARE (45% red, 23% amber, 32% green) and in Nursery, 75% entered below ARE (45% red, 30% amber, 25% green).

At the end of Summer 25, mobility (including 23/24) was 61 new starters (51 of which were not secure in RWM; 84%) . In the same time period, 55 children left (23, 42% who were secure). In Autumn 1 25, 15 children have left, of which 87% (13/15) were secure or better. This mobility impacted on whole school data over the last 2 years by -8% in Reading and Writing and -9% in Maths.

Of our 218 EAL children at Ferndale, 53 of them (24%) are PP.

Of our 99 SEN children at Ferndale, 38 of them are also PP (38%).

37% of new starters are also PP.

MOBILITY

Current Year 2 – 39% of the cohort are PP (23/59). Of these 22% are also SEN. Mobility impact on attainment -10% (RWM)

Year 3 42% of the cohort are PP (26/60). Of these 15% are also SEN. Mobility impact on attainment -7% (RWM)

Year 4 38% of the cohort are PP (33/88). Of these 30% are also SEN. Mobility impact on attainment -3% (R/W) and -6% (M)

Year 5 34% of the cohort are PP (31/89). Of these 10% are also SEN. Mobility impact on attainment is -8% (RWM)

Year 6 30% of the cohort are PP (28/90) Of these 25% are also SEN. Mobility impact on attainment is -6% (R/M) and -8% (W)

Whole school for 24/25 was -5.8% in reading, -6.3% in writing and -6.7% in maths.

Overall, since 2023 the impact of mobility has meant that attainment scores are -7.8% in reading, -8.3% in writing and -8.75 in maths.

DATA:

EYFS GLD

Disadvantaged - 35% GLD, compared to the LA average of 50% and 50% nationally. 0% of PP were on track for GLD at baseline. (Entry baselines: CL was 15%; PSED 10%; PD 5%; Lit 5%; Maths 20%; UTW 10%; EAD 5%)

PHONICS

Year 1 phonics 44 % of disadvantaged children met the standard compared with 71% meeting the standard within the LA and 67% nationally.

In the Year 1 cohort baseline for the PP children was at 17%. At the end of the year out of the PP children 11/21 (52%) did not pass. Out of these children, 3/11 were disapplied and a further 2 receive SEND support.

This is 5/11= 45%. In addition to this 2/11 did not join school until Year 1. This is 7/11 children = 64%. As a result there are additional staff in Year r 2 targeting children.

Year 4 MTC

Whole cohort	25 marks	Average Score	PP Average Score
Ferndale	57%	23.1	21.9
LA - Sandwell		21.5	20.8
National	37%	21.0	19.3

PP average score was above both national and LA.

Year 6 SATS -

KS2 SATS	Expected	PP Exp	National	GDS	PP GDS	National
Reading	80%	78%	75%	39%	37%	33%
Writing	68%	71%	72%	14%	19%	13%
Maths	70%	63%	74%	31%	26%	26%
Combined	65%	63%	62%	13%	19%	13%

Combined expected for PP was inline with national. Expected in reading was above national, in line with national in writing and below in maths. Our combined PP GDS are above national. Our homegrown PP pupils were further above national in Reading at 86% expected and in writing at 80% expected and in maths homegrown pupils scored 5% more at 67%.

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
Phonics	Little Wandle
EAL	Flash Academy