

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	570
Proportion (%) of pupil premium eligible pupils	24%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Ruth Gillett
Pupil premium lead	Mrs Rachel Rought
Governor lead	Mr Richard Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,745
Recovery premium funding allocation this academic year	£22,161
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£211,906

Part A: Pupil premium strategy plan

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 HLTA practitioners to support 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 eg 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	The attainment gap – pupils have starting points well below their non PP peers and there is a significant gap in many year groups
2	The attainment gap in children achieving greater depth
3	Parental engagement and financial circumstances
4	Attendance – there is a negative gap in the attendance of PP compared to non PP
5	Behaviour – pupils with specific social and emotional needs which affect their learning

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
Progress in Reading, writing and maths KS 1-2	Achieve national average progress scores in KS2
Attainment in Reading, writing and maths are improving for PP children	Close the gap between PP and non PP at ARE and GDS across years 1-6
Phonics standards are improving for PP children	Achieve national average expected standard in PSC in year 1 and 2 Close the gap between PP and non PP
Attendance improves for PP children.	increase attendance for PP children to ensure it is close to the NA 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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To close 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 • Lexia Intervention • Enhanced resources – reading books • CPD via bespoke TLR developing metacognition and self regulation • Additional HLTA capacity to enhance opportunities to deliver to smaller groups. 	<p>EEF: Metacognition and self-regulation + 7 months</p> <p>Reading comprehension strategies + 6 months</p> <p>Small group tuition + 4months</p> <p>feedback +6 months</p>	1,2
<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 • Resources to support outcomes for GDS • CPD – developing effective feedback and marking and moderation. • Additional HLTA capacity to enhance opportunities to deliver to smaller groups. 	<p>EEF Metacognition and self-regulation + 7 months</p> <p>Small group tuition + 4months</p> <p>Feedback +6 months</p>	1,2

<p>To close the gap in attainment for PP children compared to non PP in all year groups in maths.</p> <ul style="list-style-type: none"> • Additional HLTA capacity to enhance opportunities to deliver to smaller groups. • CPD via bespoke TLR developing metacognition and self regulation. • Enhance resources for teaching concepts, including practical equipment. • Resources to support outcomes for GDS. 	<p>EEF Metacognition and self-regulation + 7 months</p> <p>Small group tuition + 4months</p> <p>feedback +6 months</p>	1,2
<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 • Additional HLTA capacity to enhance opportunities to deliver to smaller groups 	<p>EEF 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 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 	<p>EEF Parental engagement +4 months</p>	3, 4

-working closely with LA attendance and prosecution service Rewards for termly and yearly attendance purchased.		
Tuition provided for identified children to address gaps in their knowledge and skills Academic mentor, supply staff and school based teachers used to deliver tuition	EEF: Small group tuition +4 months 1:1 tuition + 5months,	1,2
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: £35,000

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 	EEF Outdoor adventure learning + 4 months Arts + 3 months	3,5

<ul style="list-style-type: none"> Enhancement of the learning environment. 		
<p>To promote well being and offer specific support to specific children and their families.</p> <p>Parent Support Workers 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 eg BlueSkies play therapy etc 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 	<p>EEF</p> <p>Behaviour +4 months</p> <p>Social and emotional +4 months</p> <p>Mentoring +2 months</p> <p>Physical activity +1 month</p>	<p>3,4,5</p>

Total budgeted cost: £211,906

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. However, there has been some positive impact on the attainment and progress of PP children across school.

Such as:

Year 1 Phonics – PP with 6% above PP nationally and the gap between PP and non PP was -10% (NA -16%)

Year 2 phonics – PP were inline with PP nationally and the gap between PP and non PP was -5% (NA -11%)

KS1 SATS

- Reading +1% ARE when compared to the NA , inline with GDS
- Writing +15% ARE when compared to the NA +4% GDS
- Maths +8% ARE when compared to the NA , inline with GDS
- RWM combined +17% ARE when compared to the NA +6% GDS

KS2 SATS

- Reading - inline with the NA for ARE and GDS progress +0.97 (NA -0.79)
- Writing +7% ARE when compared to the NA, inline with GDS progress +1.11 (NA -0.76)
- Maths -8% ARE (NA 56%) +5% GDS progress -0.68 (NA -1.12)
- RWM combined – inline with the NA for ARE and GDS when compared to the NA

Our in school assessment system measures the improvement in ARE and GDS over the year

Yr 1

+ 16% ARE reading,
+10% ARE writing +6% GDS
+16% ARE, +6% GDS maths

Yr 2

+ 7% ARE reading, +8% GDS,
+14% ARE writing
+9% ARE, +9% GDS maths

Yr3

+ 6% ARE and GDS reading,
+6% ARE +12% GDS writing and
+11% ARE maths

Yr 4

=% ARE reading, =% ARE writing and +8% ARE maths

Yr 5

+ 10% ARE reading,
+17% ARE writing
+10% ARE and GDS maths

Yr 6

+4% ARE, 4% GDS reading,
+20% ARE writing,
+4% GDS maths

There were no regular visitors to reflection for behaviour sanctions who were PP over the year.

Attendance for Pupil Premium over 2021/22 was +1.51% above the NA in July 22

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	