

Pupil premium strategy statement – The Ferncumbe CoE Primary School

This statement details our school's use of pupil 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	180
Proportion (%) of pupil premium eligible pupils	16.1% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 -27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sally Morris
Pupil premium lead	Sally Morris
Governor / Trustee lead	Jo Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£00.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,165

Part A: Pupil premium strategy plan

Statement of intent

At The Ferncumbe CE Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress
- To support our children's health and well-being to enable all to flourish.

We will ensure quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require most support, as research has proven that this has the greatest impact on closing the disadvantaged gap whilst at the same time benefiting all pupils.

We will provide pastoral support for pupils, identified by school as vulnerable or in need to enable them to be successful learners.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupil premium funding will be allocated following a needs analysis which will identify priority groups and individuals. To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and 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	The attainment gap across Reading, Writing and Maths.
2	Social, emotional and mental health needs.
3	Lower attendance.
4	Less parental engagement with school including meetings, reading & maths
5	Some PP children also have special educational needs

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
Disadvantaged children make accelerated progress therefore increasing their attainment and closing the attainment gap.	Ensure by the end of KS2 all disadvantaged pupils reach ARE in reading, writing & maths.
Increase opportunities for reading and maths at home and school.	Improved basic numeracy skills. Accelerated progress in phonics & reading.
Pupils access early targeted interventions to prevent gaps developing.	Gap between PP and non-PP closes as they progress into KS2.
Pupils demonstrate greater resilience. Pupil surveys show that pupils feel safe and valued. Pupils aware of how to access support.	Disadvantaged pupils are confident resilient learners who have a positive attitude to learning and are able to ask for support when needed.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Improved social skills, independence, perseverance, and teamwork are observed.

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: £3,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching is a priority on SIP & PM target for all teachers. Developed through regular CPD & mentoring. Teachers to check-in 3x per lesson with PP.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. education/high-quality-teaching	1,2,4,5
Writing – Literacy Tree writing scheme purchased	Whole school approach & strategies to develop writing alongside transcription skills in KS1 & Y3 through dictation.	1,5
Mop up maths for PP in KS2.	Revisit concepts if pupils not confident, in lesson, immediately after lesson and early morning work.	1,5
Beacon School Support	The staff have a greater range of tools and strategies to support children's social and	1,2,3

• Training & on-line support for staff working with increasing numbers of children with SEMH & challenging behaviour • On-line support for parents to address increasing SEMH needs in children.	emotional development and behaviour needs resulting in fewer disruptions in class and improved academic results. Encourages staff and parents to work together which enhances parental engagement, which has a positive impact on average of 4months additional progress.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 2,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1 to 1 reading & vocabulary sessions.	There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. Several studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. /early-years-toolkit/communication-and-language-approaches	1,4
6x per year RWInc assessments for personalised groups & targeted teaching	Targeted phonics groups and interventions have a robust evidence base indicating a positive impact on pupils, particularly from a disadvantaged background. Phonics Toolkit Strand Education Endowment Foundation EEF	1,4
Phonics & reading workshops delivered for parents. RWInc website available for parents.	This supports reading at home and has improved parent and pupil engagement with home reading. Close monitoring allows early intervention. education/oral-language-interventions	1,4,5
STS subscription to support specialist assessments & action planning	STS assess needs of pupils and train staff therefore upskilling them & increasing impact.	1,5

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

Budgeted cost: £ 37,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager employed for: • Thrive • Behaviour support • Emotional coaching sessions • Parental support and training • Social & emotional skills development of pupils, families and staff • Mentoring and social skills groups • Targeted praise calls to parents	Social and emotional skills support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. A member of staff to support children's social and emotional development resulting in fewer disruptions in class and improved academic results.	1,2,4
Counsellor to support social, emotional and well-being.	Improve self -management of emotions and interaction with others. Have a positive impact on attitude to learning and social relationships which supports progress and attainment.	1,2,3
Train an additional Thrive Practitioner .	Additional member of staff to support children's social and emotional development resulting in fewer disruptions in class and improved academic results.	2,3,4
Access to wider opportunities • Residential visit • Trips • Yoga/music		

Total budgeted cost: £ 37,016 +£2,541+£3,366 = £42,165

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

- With small cohorts of disadvantaged pupils, the results vary year on year.
- The gap is greatest at the end of EYFS
- High level of need in EYFS with 2 PP pupils have
- Some disadvantaged pupils do not make expected progress, but the no.'s are small
- The longer pupils attend TFS the greater the likelihood of the gap being closed
- The data shows that the gap closes as disadvantaged pupils progress into KS2
- The data shows that writing is the hardest gap to close.
- 38% of our PP also have SEND (National 18%)

2025 EYFS

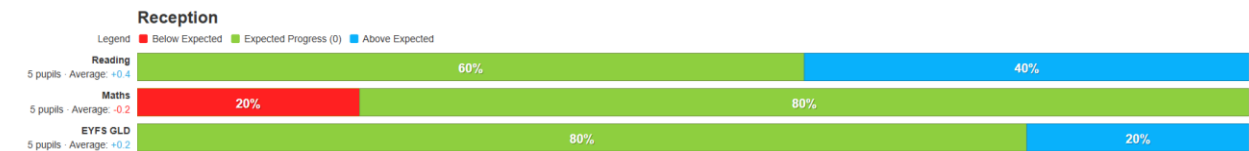
2025 Disadvantaged Pupil EYFS Attainment



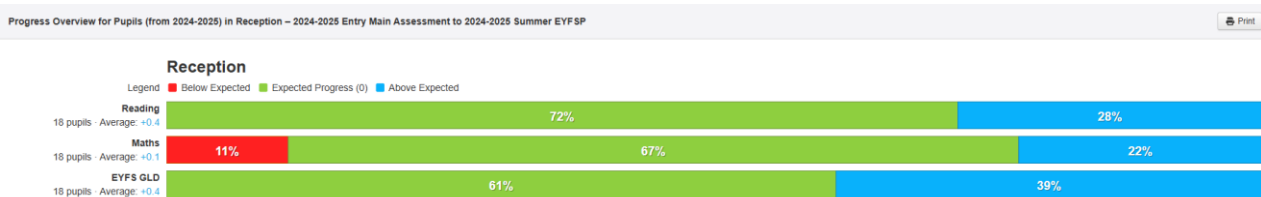
2025 EYFS whole class Attainment



2025 Disadvantaged Pupil EYFS Progress



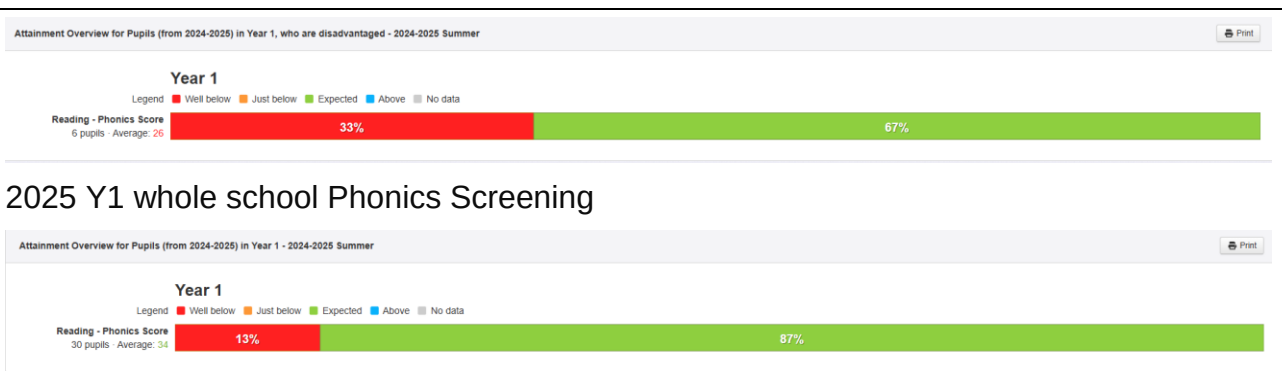
2025 EYFS whole class Progress



- Cohort of 20 each pupil is 5%
- High level of SEN need with 2 PP also having EHCP (10%)
- Progress data for PP is strong in reading
- All PP making at least expected progress in GLD

2025 Y1 Phonics Screening

2025 Y1 Disadvantaged Pupil Phonics Screening



2025 KS1-4 disadvantaged pupils

Attainment - 50% working just below in reading and writing and maths.

Progress – 100% made expected in reading, maths and writing

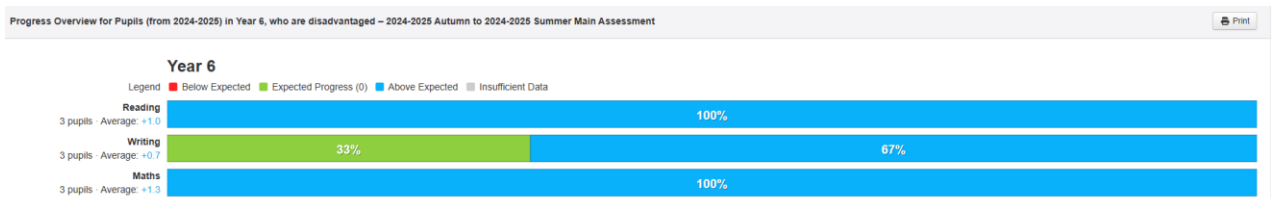
2025 KS2 – 3 disadvantaged pupils

Attainment – 1 pupil joined TFS in Y6

- reading 33%
- writing 33% (non-disadvantaged 90%)
- maths 66%
- GPS 66%

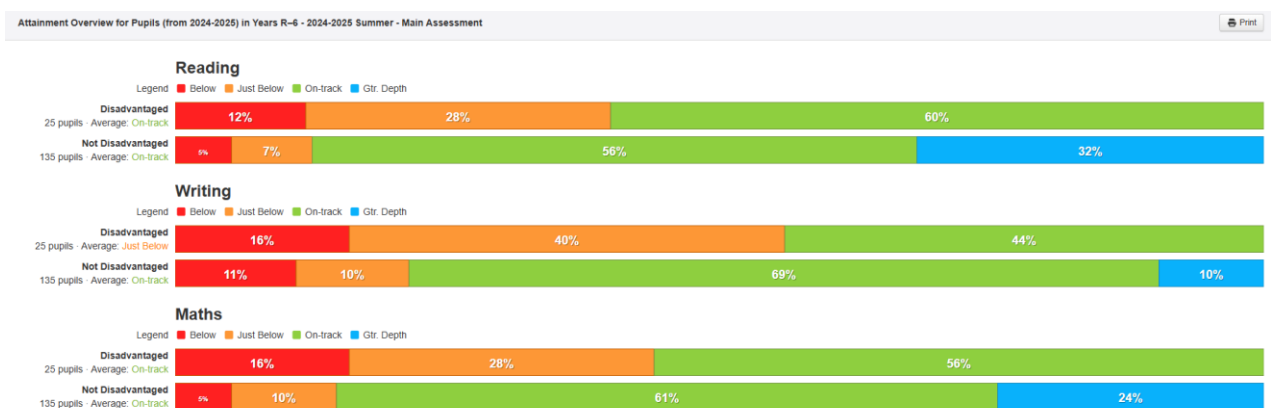
Progress - was above expected for all PP in reading and maths

Progress- all disadvantaged pupils made expected progress



Whole School Attainment R, W, M

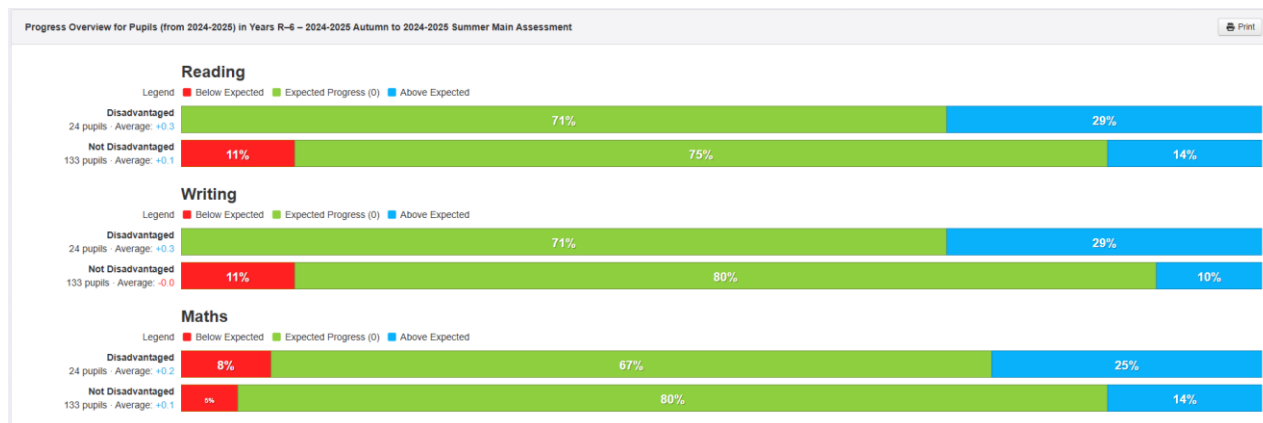
Disadvantaged compared to non- disadvantaged



- Reading attainment gap is 28%
- Writing attainment gap is 35%
- Maths attainment gap is 29%

Whole School Progress Data

Disadvantaged compared to non- disadvantaged



- Reading all PP made at least expected progress
- Writing all PP made at least expected progress
- Maths 8% 2 pupils did not make expected progress
- 38% of our PP also have SEND (National 18%)

% of disadvantaged at ARE	2022- 2023	2023- 2024	2024-2025
Reading	50%	100%	60%
Writing	50%	80%	44%
Maths	25%	100%	56%