



Fernwood Primary and Nursery School

Pupil Premium Statement

2021/2022 to 2024/2025

Academic Year 2023-2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 within our school.

School overview

Detail	Data
School name	Fernwood Primary and Nursery School
Number of pupils in school	1115
Proportion (%) of pupil premium eligible pupils	10% (113)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ben Waldram (EHT)
Pupil premium lead	Di Giles (DHoS)
Governor / Trustee lead	Mr Peter Cumberland, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,126
Recovery premium funding allocation this academic year	£15,736
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,619

Part A: Pupil premium strategy plan

Statement of intent

At Fernwood Primary and Nursery School our motto of '*Excellence For All*' means **for all**. Every child and every member of staff.

We want to ensure that every person in school feels valued and respected and that they are given the chances they need to succeed and flourish. Our exciting curriculum enables all children to be writers, scientists, mathematicians, athletes, artists and more; this is all developed through an engaging series of topics and themes delivered by experienced staff, a wide range of clubs and opportunities and through links with the community. Our children will be ambassadors for change, wanting to create a better, safer and more charitable community. Fernwood Primary and Nursery School will not just be the biggest school in Nottingham but a beacon of excellence for all.

And so, we firmly believe that children receiving the Pupil Premium deserve the same life chances as their peers – excellence for all.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Children in receipt of the Pupil Premium have a Pupil Premium Plan. On these plans, bespoke targets have been set by class teachers and shared with parents. Support sessions (including 1 to 1, in class or small group pre/post teaching sessions) are carried out, regularly reviewed and modified as appropriate, leading to secured learning and progress. All staff responsible for teaching and learning, understand the importance of this support and intervention.

Well-being, self-belief and resilience are high on our priorities for our Pupil Premium children and so our Pupil Premium Pupils are assured the opportunity to attend all school visits and residential. They are prioritised when allocating certain extra-curricular activities including clubs, workshops and educational visitors. Discrete activities for Pupil Premium Pupils are also planned throughout the year in an attempt to offer them experiences they otherwise might not receive. Similarly, their needs are considered when allocating places with our counsellor, Sports Mentor and ELSAs.

We are greatly looking forward to another academic year of successes for our Pupil Premium cohort, and building strong relationships with their families.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments indicate that reading, writing and maths attainment among our disadvantaged pupils at the <i>expected level</i> is below that of our non-disadvantaged pupils.</p> <p>Year group 2023 Results</p> <p>Reading Between 0% and 25%</p> <p>Writing Between 12% and 29%</p> <p>Maths Between 1% and 25%</p>
2	<p>Assessments indicate that reading, writing and maths attainment among our disadvantaged pupils at the <i>Greater Depth/Higher Standard level</i> is below that of our non-disadvantaged pupils.</p> <p>Year group 2023 Results</p> <p>Reading Between 7% and 28%</p> <p>Writing Between 1% and 23%</p> <p>Maths Between 3% and 20%</p>
3	<p>Assessments and observations suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers. In our year 1 phonics screening (2023), 12% fewer disadvantaged pupils passed compared to all pupils.</p> <p>This negatively impacts their development as readers.</p>
4	<p>Our assessments, observations and discussions with families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>58% of our disadvantaged pupils have been identified as requiring extra support due to a number of pastoral issues</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among our disadvantaged pupils has been around 3% lower than for our non-disadvantaged pupils.</p> <p>This past academic year, 26% of our disadvantaged pupils have been 'persistently absent' compared to 9.42% of their non-disadvantaged peers during the same period.</p>

	Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
--	---

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 attainment and progress in reading, writing and maths at the expected level for Pupil Premium pupils.	55 - 100% (cohort dependent) achieve the expected level in reading, writing and maths (making at least expected progress) this academic year (2022-2023).
Improved attainment and progress in reading, writing and maths at the Greater Depth/Higher Standard level for Pupil Premium Pupils	7 - 50% (cohort dependent) of pupils achieve the Greater Depth/Higher Standard level in reading, writing and maths (making at least expected progress) this academic year (2022-2023).
Improved phonics for Pupil Premium pupils.	All Pupil Premium pupils achieve the expected standard in the Year 1 phonics screening.
Improved Multiplication Tables for Pupil Premium pupils.	All Pupil Premium pupils achieve the expected standard in the Year 4 Multiplication Tables check.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • student voice feedback, parent feedback in phone calls and teacher observations • all disadvantaged pupils to access at least 1 club and a number of enrichment activities over the year
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • Improve the attendance of Pupil Premium pupils to 95%+ this academic year (2023-2024) 2020-2021 92.97% 2021-2022 92.38% 2022-2023 92.23% <ul style="list-style-type: none"> • Improve the percentage of all pupils who are persistently absent being below 90% to 25% this academic year (2023-2024). 2020-2021 29%

	2021-2022 27.62%
	2022-2023 26%

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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve standards of teaching and learning (quality first teaching) including;</p> <p>1. SDP QE 1. Ensure that all plans match the intent document and that the delivery of this curriculum is clear and focused (objectives/ questions)</p>	<p>Rosenshine's 10 principles (2012)</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p>	1 and 2
<p>2. SDP QE 2. Ensure the teaching of writing meets the purpose and gives children the opportunity to write more independently.</p>	<p>EEF Improving Literacy in KS1 (5)</p> <p>EEF Improving Literacy in KS2 (4)</p>	1 and 2
<p>3. 3 ECTS (Year 1) and 3 ECTS (Year 2) and 2 SCITTs receive expertise and assistance from mentors and Induction Tutor.</p>	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this include investing in professional development, training, support for early career teachers, and recruitment and retention. (EEF Guide to the Pupil Premium 2023)</p>	1 and 2
<p>4. Internal CPD programme led by DHoS and other experienced members of staff.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p>	1 and 2

	(EEF Effective Professional Development)	
--	--	--

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

Budgeted cost

Towards TA support across the school

FS - £12,000 KS1- £16,000 KS2- £35,000

Towards the Academic mentors in Y2 and 5 – **£25,000**

Total Targeted Academic Support - **£88,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Reading</p> <p>Individual interventions led by teachers/teaching assistants to meet the objectives set on pupils' Pupil Premium Intervention forms.</p> <p>24 Pupil Premium pupils identified in Years 4 (4 pupils), 5 (11 pupils) and 6(9 pupils) for the Accelerated Reading Programme.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies have a strong evidence base that indicates a positive impact on learner's understanding of written text. Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>2. Phonics</p> <p>Where appropriate, phonics learning objectives are set on individuals' termly Pupil Premium Intervention forms.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	3

<p>3. Writing and Maths</p> <p>Individual or group interventions led by teachers/teaching assistants to meet the objectives set on individuals' Pupil Premium Intervention forms.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>4. Academic Mentors</p> <p>A cohort of 30 Pupil Premium children have been identified across Years 2 and 5 to work with 2 Academic Mentors in small groups or one to one tuition with a focus on each child's regularly reviewed individual Pupil Premium Intervention objectives.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>

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

Budgeted cost: **£53,679**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Improve Pupil Premium attendance overall</p> <p>DHoS contacts parents on the first day of absence of any Pupil Premium child where reason is not given or attendance is under 90%</p>	<p>We hope that a <i>supportive relationship with parents</i> has proved the most effective when supporting Pupil Premium families with attendance. We</p>	<p>5</p>

<p>The aim of the conversation is to offer support and challenge to ensure the child/children resume attendance or improve their attendance overall.</p> <p>Twice yearly phone call offered to parents with DHoS to talk about their progress, wellbeing and any further support required</p> <p>7 children are offered a free breakfast club place or after school club sessions for the year to support with attendance/CP needs.</p>	<p>consider a variety of strategies and a personalised approach.</p> <p>Using the Pupil Premium to boost attendance - Attendance Matters Magazine (attendancemattersmagazine.co.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p> <p>5</p>
<p>2. Meet the needs of individual Pupil Premium pupils by providing provision for wellbeing, confidence and resilience.</p> <p>Counselling sessions weekly for 4 Pupil Premium pupils to help them overcome unique vulnerabilities and barriers to learning.</p> <p>ELSA sessions are offered to 5 of our pupil premium pupils to help them to regulate and manage their feelings, emotions and behaviour. Two further members of staff to receive ELSA training.</p> <p>8 Pupil Premium pupils access the Sports Mentor sessions. (children discuss learning, set goals and identify steps to achievement in relation to behaviour, self-belief and learning.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>3. Ensure Pupil Premium children have access to the same range of life experiences and activities as their peers.</p> <p>50% Reduction on all trips and residential.</p> <p>All Pupil Premium pupils to attend all trips and residential offered to them.</p>	<p>From the ten <i>'top gap busters'</i> We want our Pupil Premium pupils to access the full range of educational experiences. Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses.</p>	<p>4</p>

<p>Offer a variety of experiences, activities, visitors and speakers to our Pupil Premium children to inspire them e.g. visits to Bilborough Sixth Form College, Free ticket to Theatre Company Evening Performance.</p>	<p>The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</p>	
<p>4. Weekly deeper, small group, enrichment learning activities – L4 TA leading small groups in Year 2</p>	<p>Elements of the learning in the group includes collaborative learning approaches and small group tuition. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,</p>

Total budgeted cost:

Teaching £30,000 + Targeted support £88,000 + Wider Strategies £53,679

Total £171,619

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

To be completed July 2024