



Fernwood Primary and Nursery School

Pupil Premium Statement

2021/2022 to 2024/2025

Academic Year 2022-2023

Children who qualify for the Pupil Premium Support are identified as the following: any child who has claimed Free School Meals in the last 6 years; any child looked after or previously looked after; any child who has a parent serving or served in Her Majesty's Armed Forces or has retired on a pension from the Ministry Of Defence; any child who has or has had a social worker or any child acting as a carer.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1100
Proportion (%) of pupil premium eligible pupils	9.6%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lynne Orme (AEHT)
Pupil premium lead	Di Giles (AHoS)
Governor / Trustee lead	Mr Peter Cumberland, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,493
Recovery premium funding allocation this academic year	£3,698
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	£155,191

Part A: Pupil premium strategy plan

Statement of intent

At Fernwood Primary and Nursery School, we are dedicated to 'Excellence for All', and firmly believe that children receiving the Pupil Premium deserve the same life chances as their peers.

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 Intervention 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 and Sports Mentor.

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 disadvantaged pupils at the <i>expected level</i> is below that of non-disadvantaged pupils.</p> <p>Year group 2022 Results</p> <p>Reading Between 3% and 28%</p> <p>This year, two year group pupil premium cohorts performed 4% higher than all pupils in the year group</p> <p>Writing Between 6% and 35%</p> <p>Maths Between 8% and 27%</p>
2	<p>Assessments indicate that reading, writing and maths attainment among disadvantaged pupils at the <i>Greater Depth/Higher Standard level</i> is below that of non-disadvantaged pupils.</p> <p>Year group 2022 Results</p> <p>Reading Between 3% and 33%</p> <p>Writing Between 3% and 35%</p> <p>Maths Between 13% and 26%</p> <p>This year, one year group pupil premium cohort performed 3% higher than all pupils in the year group</p>
3	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Year 1 phonics screening (2022) 26% fewer disadvantaged pupils passed the screening 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>43% 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 disadvantaged pupils has been around 3% lower than for non-disadvantaged pupils.</p> <p>This past academic year, 29% of disadvantaged pupils have been 'persistently absent' compared to 12% of their non-disadvantaged peers during the same period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>

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.	63 - 92% (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	16 - 48% (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 from 2024/25 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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> Improve the attendance of Pupil Premium pupils to 96%+ this academic year (2022-2023) 2020-2021 92.97% 2021-2022 92.38% Improve the percentage of all pupils who are persistently absent being below 90% to 25% this academic year (2022-2023). 2020-2021 29% 2021-2022 27.6%

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Improve standards of teaching and learning (quality first teaching) including;</p> <p>Internal Induction Programmes to guide, coach and instruct staff new to the team or year group.</p> <p>Internal Development Programme to support identified staff to improve their practice.</p> <p>3 ECTS (Year 1) and 4 ECTS (Year 2) receive expertise and assistance from mentors and Induction Tutor. (Extensive support and training package in place with Flying High Teaching School Hub and the Education Development Trust)</p> <p>Teaching and Learning Support Programme to ensure RQTs and RQT+1s are fully supported in their earliest years as a teacher.</p> <p>(Action Plan 2022-23 Priority 1, Objective 2)</p>	<p>Poor teaching has a greater impact on disadvantaged pupils than their peers. This is because disadvantaged pupils often don't have the same levels of support to compensate for the weak teaching. Therefore, investment in quality first teaching should not be overlooked.</p> <p>Pupil Premium Self-Evaluation Toolkit.pdf (wakefield.gov.uk)</p>	<p>1, 2, and 3</p>
<p>2. Reading</p> <p>Ensure reading provision throughout the school is to the highest standard providing the children with the reading skills they require together with a joy of reading.</p> <p>(Action Plan 2022-23 Area 1, Objective 3)</p>	<p>The government's plan for education has recognised the vital importance of reading, and has consistently prioritised raising standards of literacy in schools. The focus has been upon improving reading overall, and narrowing the attainment gap between disadvantaged students and their peers.</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p>	<p>1, 2, 3</p>

<p>3. Phonics</p> <p>Continue new staff training on the DfE validated Systematic Synthetic Phonics Programme (Little Wandle – Letters and Sounds Revised) to secure stronger phonics teaching for all pupils.</p> <p>(Action Plan 2022-23 Area 1, Objective 3)</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>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

TA support across the school – **FS - £12,000** **KS1- £16,000** **KS2- £35,000**

Academic mentors in Y3 and 4 – **£17,100**

Total Targeted Academic Support - **£80,100**

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>19 Pupil Premium pupils identified in Years 4 (4 pupils), 5 (11 pupils) and 6(4 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>1, 2, 3</p>

	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
<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>	1, 2
<p>4. Academic Mentors</p> <p>A cohort of 30 Pupil Premium children have been identified across Years 3 and 4 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>	1, 2, 4

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

Budgeted cost: **£50,091**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Improve Pupil Premium attendance overall</p> <p>AHoS contacts parents on the first day of absence of any Pupil Premium child where reason is not given or attendance is under 90% 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>(Action Plan 2022-23 Area 2, Objective 2 and 3)</p> <p>Discussion with parents at Pupil Premium Parent Phone Calls twice per year with AHofS</p> <p>1 free breakfast club place and 3 free after school club places for the year to support Pupil Premium children with attendance/CP needs.</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 consider a variety of strategies and a personalised approach.</p> <p>Using the Pupil Premium to boost attendance - Attendance Matters Magazine (attendancemattersmagonline.co.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5</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>Prioritise Pupil Premium pupils for the Sports Mentor sessions (currently 8) as and when needed throughout the year (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>4</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>Offer a variety of experiences, activities, visitors and speakers to our Pupil Premium children to inspire them</p> <p>(Action Plan 2022-23 Area 3, Objective 2)</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>The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</p>	
<p>4. Weekly deeper, rich, small group learning experience linked to their current foundation subjects. HLTA leading a small group in Year 2</p>	<p>Elements of the learning in the group includes collaborative learning approaches and small group tuition.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils talk enthusiastically about their learning experiences and have the confidence to share their new learning with their peers</p>	<p>1,2,3,4,</p>

Total budgeted cost:

Teaching £25,000

+ Targeted support £ 80,100

+ Wider Strategies £50,091

Total £155,191

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.

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