



Fernwood Primary and Nursery School

Reviewed

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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<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>	<p>3</p>
<p>3. Writing and Maths</p> <p>Individual or group interventions led by teachers/teaching assistants to meet the objectives set on</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</p>	<p>1, 2</p>

support Pupil Premium children with attendance/CP needs.		
<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>	4
<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>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 'top gap busters' 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>	4
<p>4. Weekly deeper, rich, small group learning experience linked to their current foundation subjects.</p> <p>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>	1,2,3,4,

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.

Progress towards intended outcomes

1. Improved attainment and progress in reading, writing and maths at the expected level for Pupil Premium pupils.

2022-2023 Target

63 - 92% (cohort dependent) achieve the expected level in reading, writing and maths (making at least expected progress) this academic year (2022-2023).

2022-2023 Results for Pupil Premium Pupils

F2

Reading 71% Writing 64% Maths 86%

Y1

Reading 58% Writing 58% Maths 58%

Y2

Reading 72% Writing 44% Maths 78%

Y3

Reading 81% Writing 50% Maths 56%

Y4

Reading 75% Writing 80% Maths 75%

Y5

Reading 77% Writing 59% Maths 82%

Y6

Reading 69% Writing 69% Maths 81%

Between 44% - 86% achieved the expected level in reading, writing and maths

2. Improved attainment and progress in reading, writing and maths at the Greater Depth/Higher Standard level for Pupil Premium Pupils

2022-2023 Target

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).

2022-2023 Results for Pupil Premium Pupils

F2

Reading 7% Writing 0% Maths 0%

Y1

Reading 25% Writing 0% Maths 33%

Y2

Reading 22% Writing 11% Maths 22%

Y3

Reading 19% Writing 13% Maths 31%

Y4

Reading 30% Writing 25% Maths 15%

Y5

Reading 18% Writing 12% Maths 24%

Y6

Reading 25% Writing 25% Maths 25%

Between 0% - 30% achieved the greater depth/higher standard

3. Improved phonics for Pupil Premium pupils.

2022-2023 – Target

All Pupil Premium pupils achieve the expected standard in the Year 1 phonics screening.

2022-2023 – Results

67% Pupil Premium Pupils passed the Year 1 phonics screening

4. Improved Multiplication Tables for Pupil Premium pupils.

2022-2023 – Target

All Pupil Premium pupils achieve the expected standard in the Year 4 Multiplication Tables check.

2022-2023 – Results

73% scored 20+ in the Year 4 Multiplication Tables check (61% whole school)

5. Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Sustained high levels of wellbeing demonstrated by:

- ***Student voice feedback, parent feedback in phone calls and teacher observations***

Evidence 2022-2023

Pupil Premium pupil voice feedback on their TA and Academic Mentor Support

'He uses a laptop and writes your ideas down. My English has improved. When you are stuck on a word he helps you. He helps you understand the moral of the story.' (Year 5)

'He knows how to bring peace. He took us out to talk and fiddle. It definitely helped with my learning and then we were friends.' (Year 5)

'I was not really good at maths, but now I am starting to understand it more. I know how to do division and divide decimals.' (Year 5)

'I do TT Rocks stars with her. She helps me get my tables in my head, I've gone from getting 30 right in 3 minutes to 60 in 40 seconds!' (Year 4)

'She's a really nice woman. She sits next to us and asks us if we need help.' (Agreed the support made them feel more confident) (Year 4)

'Now I'm one of the first to finish – about 2 minutes after A. Before it would have taken an hour.' (Year 4)

'She helped me with learning the time. Everything past half past was hard. Quarter to... was hard. Now it's actually quite easy. And I know 11x12.' (Year 4)

'When I get sad and I start crying she lets me have a break and takes me outside. She's helped me build my confidence. She's done a lot for me. She made me get my spellings better.' (Year 3)

'If I mix it up, she calls me over and she helps me understand it better' (Year 3)

'I've got good at reading now. Sometimes I got mixed up. She helped me use a ruler or my finger so I can see where I'm reading. I'm on a hard level now.' (Year 2)

Parent feedback in phone calls

This year parents were offered a 2 10 minute phone consultations with AHoS. The take up was less than the year previous. Many parents spoken to said that they felt able to communicate with class teacher (predominantly at pick up/drop off time for F2 and KS1 and by email in KS2) if they had any concerns or needed support for their child. The phone calls offered an opportunity to further problem solve, inform school of changing circumstances or answer any queries.

Teacher observations on the TA and Academic Mentor support with their Pupil

Premium pupils

"TA support is invaluable in aiding my PP children. All of my PP students have benefitted greatly from the extra time and support invested in their development. I have noticed that my PP students have thoroughly enjoyed the extra challenges set for them and are regularly proactive in asking to complete their task without any pressure from me. This added confidence in their own abilities is certainly boosted by the TA support they've received." Year 5 teacher.

'The PP children in my class have had specific interventions to support areas of need this year. They have benefited from 1:1 time to build their confidence in specific concepts (Precision Teaching of times table and high frequency spellings). This has allowed them to feel confident to apply this into their daily learning. The children have also benefited from small group interventions to build skills and their communication of their understanding. This has been so successful simply down to the TA being proactive and confident to work with differing needs and know how to support them effectively.' Year 6 Teacher

'The children have enjoyed and benefitted from the routine of bringing their reading books and diaries every day to her 'special' box, and waiting their turn whilst listening and reading quietly themselves. They receive high quality reading interventions as soon as the day begins. All children have maintained their levels as secure or greater depth readers. Other support in writing has also had a huge effect. The children show great pride in their work and know having our TA as an extra adult has helped them.' Year 1 teacher

'... TA was able to adjust her teaching and support according to each child's needs, each child looked forward to and thrived with their daily one to one time with her. They loved spending time with the TA, talking about their reading books, practicing their reading skills, sharing their news and working on their targets. The children blossomed with this guidance, gaining confidence and developing their oracy skills. As a result of this support, at the end of the year,

all children developed their love for reading, with one child achieving Greater Depth in reading.’
F2 teacher

‘Knowing that a familiar and caring adult is available to talk to or just to sit near has been really important. This applies to both academic and emotional issues.’ Year 1 teacher

‘I wish I could copy in a snip of some of their work to show you! The 1:1 consistent focus and attention that the PP support provides, has meant that the child is not only willing to write but proud of his writing! He is now a confident mathematician and contributes his ideas and explain his answers in Maths – such a massive improvement! The opportunity to regularly talk in a quiet space 1:1 and build up such a positive relationship with a grown up in school has given him this self-confidence.’ Lead Practitioner.

‘Since the start of the year, the growth in confidence in the children has been a joy to behold. It is evident from their books that their written mathematical process has improved with the support from our Academic Mentor.... the children have also thrived in a small group situation where they can verbalise their understanding without the pressure of the whole class environment.’ Year 4 teacher.

‘The PP children that she has supported have undoubtedly grown in confidence and ability. She has a great understanding of our curriculum and the steps needed for children to succeed and she has applied these to her everyday interventions. The fact that the children she's worked with look forward to working with her and are engaged with their learning speaks highly of her positive teaching approach.’ Year 3 teacher.

All the children who work with her have grown in confidence this year and all have met their targets. The sessions are fun and interactive and the support given is excellent. The children enjoy working on their targets and this results in them feeling more confident in the classroom.’
Lead Practitioner.

- **All disadvantaged pupils to access at least 1 club and a number of enrichment activities over the year.**

Clubs were promoted to out Pupil Premium pupils and they were prioritised to ensure as many as possible could attend and experience as many opportunities as possible. Options included tennis, archery, chess, mindfulness, yoga and rugby. **This academic year 85% of our Pupil Premium pupils attended a fully funded after school club.**

6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- **Improve the attendance of Pupil Premium pupils to 96%+ this academic year (2022-2023)**

2020-2021 92.97%

2021-2022 92.38%

2022-2023 92.23%

- **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 27.62%

2022-2023 26%

Strengths

- Our pupil premium pupils have performed better than national.
- In Reading, in Year 3 and 4 our pupil premium pupils performed well, broadly in line with their peers at the expected+ level.
- In Maths, in Year 6, 5, 4 and 2 our pupil premium pupils performed well, broadly in line with their peers at the expected level.
- In writing, our Year 4 pupil premium pupils have performed better than their peers at the expected level, and in Years 4 and 6, our pupil premium pupils performed well, broadly in line with peers, at the greater depth//higher standard level.
- Support from our Academic Mentors has been particularly effective. Our data shows their support has had a clear, positive impact.
- Increased enrichment and experience for 85% of pupil premium pupils who attended at least 1 fully funded after school club.
- All our pupil premium pupils attended trips at a 50% discount.
- Children and teachers are clearly communicated increased self-belief and confidence. Similarly our Pupil Premium pupils are noticing progress in their learning with the extra support received.

Areas for development 2023-2024

- Pupil Premium Attainment in Years 2 and 5. Academic Mentors to be based in these year groups
- *Curriculum and Writing* are foci in Quality of Education in the School Development Plan and will as a consequence improve outcomes for our pupil premium pupils.
- Attendance – continue working towards improving pupil premium pupil attendance
- Continue and expand extra curriculum opportunities for pupil premium pupils
- Continue to develop our mental health and wellbeing support for our pupil premium pupils – 2 members of staff to be ELSA trained.