



Fernwood Primary and Nursery School

Pupil Premium Statement

Academic Year 2024 -2025

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium 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	10.4% (117)
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 2024
Date on which it will be reviewed	July 2025
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	£158,413
Recovery premium funding allocation this academic year	£15,851
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	£174,264

Part A: Pupil premium strategy plan

Statement of intent

At Fernwood Primary and Nursery School, 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which Pupil Premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Targeted academic support is in place across school for our Pupil Premium pupils. Their progress is closely monitored to ensure learning is secure and gaps are closed. Appropriate interventions are planned and carried out to match the needs of individual children appropriate to their age and stage. This may be 1 to 1, or small group interventions. All staff responsible for teaching and learning, understand the importance of this support and intervention.

Wider opportunities ensure well-being, self-belief, resilience and an improved cultural capital are high priorities for our Pupil Premium pupils. They are assured the opportunity to attend all school visits and residentials, they are prioritised when allocating certain extra-curricular activities including clubs, workshops and educational visitors, their needs are considered when allocating places with our counsellor, Sports Mentor and ELSAs and discrete activities for Pupil Premium pupils are planned throughout the year in an attempt to offer them experiences they otherwise might not receive.

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	Assessments indicate that on entry to school, fewer disadvantaged pupils are at age related expectations compared our non-disadvantaged pupils.
2	Many of our disadvantaged pupils have significantly fewer opportunities and access to enrichment and extracurricular

	experiences, activities and learning compared to our non-disadvantaged pupils.
3	We have anecdotal evidence of low self-belief and confidence amongst our disadvantaged pupils.
4	A significant number of our disadvantaged pupils (71%) have been identified as requiring extra support due to a number of pastoral (including safeguarding) issues which negatively impact pupil progress.
5	Attendance among our disadvantaged pupils over the past 3 years has been around 3% lower than for our non-disadvantaged pupils. 21% of our disadvantaged pupils have been 'persistently absent' compared to 9.42% of their non-disadvantaged peers during the same period.

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress in reading, writing and maths at the expected level for Pupil Premium pupils.	Up to 92% (cohort dependent) achieve the expected level in reading, writing and maths (making at least expected progress) this academic year. Regular challenging and supportive pupil progress conversations and action throughout the year.
Improved attainment and progress in reading, writing and maths at the Greater Depth/Higher Standard level for Pupil Premium pupils	Up to 30% (cohort dependent) of pupils achieve the Greater Depth/Higher Standard level in reading, writing and maths (making at least expected progress) this academic year. Regular challenging and supportive pupil progress conversations and action throughout the year.
To achieve and sustain improved wellbeing and increased confidence in learning for all pupils in our school, particularly our Pupil Premium pupils.	Sustained high levels of wellbeing demonstrated by; student voice feedback, parent feedback and teacher observations.
To grow self-belief, confidence through experience of rich, broad life experiences and an additional	<ul style="list-style-type: none"> Increased number of disadvantaged pupils accessing at least 1 club over the academic year Each Pupil Premium pupil to access and attend all trips and enrichment activities Each Pupil Premium cohort accesses an additional experience/workshop or enrichment activity.

Fernwood Pupil Premium offer	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by</p> <ul style="list-style-type: none"> Improved attendance of Pupil Premium pupils to 94%+ this academic year (2024-2025) Improve the percentage of all pupils who are persistently absent (below 90%) to 18% this academic year.

Teaching

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. SDP QE 2</p> <ul style="list-style-type: none"> New guided reading process (Y5/6) Fluency programme (Y2/3) Little Wandle in LH/F1. 	<p>Comprehension and fluency Improving Literacy in Key Stage 2 EEF Fluency and phonics Improving Literacy in Key Stage 1 EEF</p>	1
<p>2. SDP EYFS 1 and 5</p> <ul style="list-style-type: none"> Work with EYFS consultant to develop good practice and ensure high quality interactions are in place across indoor and outdoor play. Little Wandle Phonics in F1 	<p>Strong foundations in the first years of school - GOV.UK</p> <p>Phonics EEF</p>	1
<p>3. ECT support programme ECTs 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.</p> <p>1. High-quality teaching EEF</p>	1
<p>4. A comprehensive CPD programme for all staff led by DHoS, experienced staff members and outside agencies developing HQ</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> <p>Effective Professional Development EEF</p>	1

teaching and effective support.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost - **£94,264**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Individual or small group interventions led by teachers/teaching assistants to close gaps in Reading, Writing and Maths</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3 and 4</p>
<p>2. Phonics Catch Up and Keep Up in Years R, 1, 2 and 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>1, 3 and 4</p>
<p>3. Accelerated Reading Programme - Pupil Premium pupils (KS2) prioritised</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, 3 and 4</p>

<p>4. Academic Mentors 2 Academic Mentors (Years 2 and 5) Small groups or 1 to 1 on individual targets agreed with class teachers</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3 and 4</p>
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Wider strategies

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Pupil Premium Attendance support</p> <p>DHoS is a contact for parents of children who are in receipt of Pupil Premium. Contact is made on the first day of absence of any Pupil Premium pupil 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>A free breakfast club place or after school club session may be agreed to support with attendance/CP needs.</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>1 and 5</p>
<p>2. Counselling, ELSA and Sports Mentor sessions. Pupil Premium pupils are prioritised and access this diverse offer of support for mental health, well-being, confidence and resilience</p>	<p>Social and emotional learning EEF Self-regulation strategies EEF</p>	<p>3 and 4</p>
<p>3. Access to a broad range of life experiences and activities</p> <ul style="list-style-type: none"> 50% Reduction on all trips and residential. 	<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</p>	<p>2, 3 and 4</p>

<ul style="list-style-type: none"> • All Pupil Premium pupils to attend all trips and residential courses offered to them. • Offer a variety of experiences, activities, visitors and speakers to our Pupil Premium pupils to inspire them eg. visits to Billborough Sixth Form College, Free ticket to Theatre Company Evening Performance. 	<p>experiences, such as residential courses.</p> <p>The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</p>	
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Total budgeted cost:

Teaching £20,000 + Targeted Academic support £94,264 + Wider Strategies £60,000 Total £174,264

Review - July 2025