



# **Fernwood Primary and Nursery School**

## **Pupil Premium Statement with review**

**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% (112)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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	£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
<b>Total budget for this academic year</b> 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 regularly set, bespoke Pupil Premium Pupil Targets, 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 Pupils and so our they 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>60% 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, 28% 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.
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## 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"> <li>• student voice feedback, parent feedback in phone calls and teacher observations</li> <li>• all disadvantaged pupils to access at least 1 club and a number of enrichment activities over the year</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• Improve the attendance of Pupil Premium pupils to 95%+ this academic year (2023-2024)</li> </ul> 2020-2021 92.97% 2021-2022 92.38% 2022-2023 92.23% <ul style="list-style-type: none"> <li>• Improve the percentage of all pupils who are persistently absent being below 90% to 25% this academic year (2023-2024).</li> </ul> 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><b>Improve standards of teaching and learning (quality first teaching)</b> 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><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</a></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</p>	<p>High quality teaching improves pupil outcomes, and effective professional</p>	1 and 2

experienced members of staff.	development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom (EEF Effective Professional Development)	
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## 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><b>1. Reading</b></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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p><b>2. Phonics</b></p> <p>Where appropriate, phonics learning objectives are set on individuals’ termly Pupil</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>	3

Premium Intervention forms.	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
<p><b>3. Writing and Maths</b></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><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p><b>4. Academic Mentors</b></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><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4

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

Budgeted cost: **£53,679**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1. Improve Pupil Premium attendance overall</b>	We hope that a <i>supportive relationship with parents</i> has	5

<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% 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>proved the most effective when supporting Pupil Premium families with attendance. We consider a variety of strategies and a personalised approach.</p> <p><a href="http://attendancemattersmagazine.com">Using the Pupil Premium to boost attendance - Attendance Matters Magazine (attendancemattersmagazine.co.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p> <p>5</p>
<p><b>2. Meet the needs of individual Pupil Premium pupils by providing provision for wellbeing, confidence and resilience.</b></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><a href="http://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p><b>3. Ensure Pupil Premium children have access to the same range of life experiences and activities as their peers.</b></p> <p>50% Reduction on all trips and residential.</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</p>	<p>4</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 eg. visits to Bilborough Sixth Form College, Free ticket to Theatre Company Evening Performance.</p>	<p>broad educational experiences, such as residential courses.</p> <p><a href="#">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a></p>	
<p>4. <b>Weekly deeper, small group, enrichment learning activities</b> – 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.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></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.

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

#### 2023-2024 Results for Pupil Premium Pupils

F2 Reading 75% Writing 83% Maths 75%  
Y1 Reading 66.6% Writing 53.4% Maths 73.4%  
Y2 Reading 75% Writing 75% Maths 58%  
Y3 Reading 70% Writing 45% Maths 70%  
Y4 Reading 50% Writing 60% Maths 60%  
Y5 Reading 78.9% Writing 68% Maths 73.7%  
Y6 Reading 68.8% Writing 56.3% Maths 62.5%

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

#### 2023-2024 Results for Pupil Premium Pupils

F2 Reading 8.3% Writing 8.3% Maths 8.3%  
Y1 Reading 13.3% Writing 6.7% Maths 6.7%  
Y2 Reading 16.7% Writing 0% Maths 25%  
Y3 Reading 30% Writing 10% Maths 25%  
Y4 Reading 20% Writing 10% Maths 15%  
Y5 Reading 26.3% Writing 10.5% Maths 10.5%  
Y6 Reading 18.8% Writing 12.5% Maths 12.5%

### 3. Improved phonics for Pupil Premium pupils.

#### 2023-2024 – Results

62.5% Pupil Premium Pupils passed the Year 1 phonics screening

### 4. Improved Multiplication Tables for Pupil Premium pupils.

#### 2023-2024 – Results

65% scored 20+ in the Year 4 Multiplication Tables check

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

### Pupil Voice

Children are able to articulate

- **Progress made in learning.** *'Now my handwriting is better.'* and *'She explained how you got it wrong and how you could improve. It did make a difference. I got 48/50! Before, I just used to miss the questions out and I only got 10.'*
- **A love of learning.** *'She has helped us to love stories'*
- **Increased independence in learning.** *'It's better with someone to help us, but then we can learn to do it by ourselves.'*
- **Increased confidence.** *'I'm especially confident in reading now.'*
- **Better understanding and managing feelings and emotions.** *'I've learned how to calm my upset emotions down and I can do some breathing techniques. I now know I'm not the only one struggling with this.'*
- **Being well prepared for the next stage in their education.** *'...has inspired me, when it's hard to do something, he tells me to keep going, keep going. I can understand better. I feel prepared for secondary, 100%'*

### Parent feedback

This year parents were offered a phone call if required. The phone calls offered an opportunity to further problem solve, inform school of changing circumstances or answer any queries. Parents are able to contact class teachers more immediately with the introduction of dojo this year. Regular phone calls are made by DHoS to support with attendance over the year.

### Teacher observations and feedback examples

- *All Pupil Premium children read with an adult each day. They are also prioritised to be part of teaching assistant led catch-up and keep-up groups if appropriate. The teaching assistants in the Early Years are trained and highly skilled at communication and interaction.*
- *The support \_\_\_\_ received helped to build his resilience. It gave him the opportunity to practise strategies he could use with confidence, when he was working independently and so successfully complete a task.*
- *(The support) means that children feel more secure and confident in their learning environment. It develops their positive mindset in all areas of their learning and their interventions consolidate the children's understanding of key concepts.*
- *The children built up a great relationship with ... and were very motivated. The support was tailored to both individual and group needs. Pre-teaching worked very well - for example revisiting and consolidating number bonds to 10 the week before doing addition by making 10. In English for example, some children would read the book on the Friday before it was shared on the Monday. This was especially successful with the children feeling like 'experts'.*
- *Support from TAs for PP children is great. They help to consolidate learning and build confidence.*

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

Clubs were promoted to our 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 66.7% of our Pupil Premium pupils attended a fully funded after school club. (67.5% whole school)

#### **6. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

- **Improve the attendance of Pupil Premium pupils to 95%**  
92.81% (2023-2024)
- **Improve the percentage of all pupils who are persistently absent being below 90% to 25% this academic year**  
20.66% (2023-2024)

#### **Strengths**

- Our Y6 Pupil Premium pupils performed better than National Pupil Premium pupils in reading, writing and maths combined at the expected standard.
- Our Y6 Pupil Premium pupils performed better than National Pupil Premium pupils in reading at the expected and greater depth standard.
- Our Y6 Pupil Premium pupils performed better than National Pupil Premium pupils in writing at the greater depth standard.
- Our Y6 Pupil Premium pupils performed better than National Pupil Premium pupils in maths at the expected standard.
- Increased enrichment and experience for 66.7% 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 clearly communicated increased independence and confidence in learning with the support given.
- PA attendance for Pupil Premium pupils has improved.

#### **Areas for development 2024-2025**

- Develop wider opportunities and experiences with each year group with particular focus on the arts [Arts participation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk).
- Renewed focus on targeted academic support and impact on children's progress with focus matched to year group need
- Continue aspiration to achieve at the higher standard for our Pupil Premium pupils.
- Attendance of Pupil Premium children to continue to improve.