



Fernwood Primary and Nursery School

Reviewed

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 residential, 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 teaching and effective support.</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

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. One to one tuition EEF (educationendowmentfoundation.org.uk) 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. 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: 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. 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>

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</p> <p>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. • All Pupil Premium pupils to attend all trips and residential offered to them. • Offer a variety of experiences, activities, visitors and speakers to our Pupil Premium pupils to inspire them eg. visits to Bilborough Sixth Form College, Free ticket to Theatre Company Evening Performance. 	<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>	<p>2, 3 and 4</p>

Total budgeted cost:

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

Review - July 2025

Outcome 1 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.

Reading - Up 82% at EXS+

Writing - Up to 55% at EXS+

Maths - Up to 100% at the EXS+

Outcome 2 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.

Reading - Up to 35% at GD

Writing - Up to 15% at GD

Maths - Up to 27% at GD

Outcome 3 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.

Pupil Voice 204-2025 when asked about the support received in school and reflections on progress made during the year:

- *When I started, I was not very good at reading words. Now I'm grown up. I know them. I can read 40 words! All of them!*
- *I feel more confident at learning. I got better at listening. Yesterday I was on the star learner.*
- *Once we did some maths in class and I didn't put my hand up. Ms ___ took me in the pod, to do a game on her laptop and it helped me. When I went back to class, I felt more confident.*
- *When I started, I felt a bit sad. Now I'm brave and I bring energy to the class room. Maths is my favourite subject. I've learned how to add big numbers, like 24 add 24*

- *I go to Funfit - it helps me get strong muscles. Mrs ___ helps me with reading. My reading has got better, my understanding is better. I know more tricky words.*
- *Mrs _ and Mrs _ help me when I get stuck. They help us with learning and help make it fun. I feel more confident now. I feel more joyful when I am doing my work. I was struggling with my timetables, but now my 3s 4s and 11s have improved...and the 9x table.*
- *I do accelerated reading - it's really fun, now I'm on 5.0. I've got better. It really helped me.*
- *ELSA - it helped me stop being nervous and holding it all in. I would recommend it. It helped me to talk about things I needed to talk about.*
- *Rugby helped me be more athletic. I am dyspraxic and dyslexic so it can be hard for me to learn, but my teachers help me understand that there is a chance I can learn more in maths and English.*
- *At the start of Year 3 and 4 I couldn't do much. I had lots of energy and didn't know what to do with it. I want to say thank you to the teachers because now I know more and I know what to say. My reading has improved a lot because of the help I have been getting. In Maths I can answer more questions quickly and I am more confident.*
- *I learned some skills to help if I have friendship problems in the future. Looking forward, I'm going to going to Trent University at the end of the year.*
- *I'm ready for secondary. I feel school has helped by talking it through - we'll miss here but I can always come back and say hello.*

Teacher Voice 2024-2025 when asked about the support received in school and the difference it makes to our Pupil Premium pupils:

- *The children in this phase are really well supported, receiving individualised interventions that ensure the children make good progress. The sessions help the children participate more fully and confidently in whole class learning.*
- *___ started school below in reading, writing and maths. He has now achieved expected in each of these areas. His PP support has included TA and teacher daily guided reading and phonics intervention, pre-teaching and post lesson support in maths and guidance in his daily writing tasks.*
- *___has made huge progress this year in the run up to SATs thanks to her PP interventions with _____ and support from us in the classroom. A big shift in attitude and self-belief too, especially when tackling maths.*

Outcome 4 To grow self-belief, confidence through experience of rich, broad life experiences and an additional Fernwood Pupil Premium offer

- Increased number of disadvantaged pupils accessing at least 1 club over the academic year

2023-24 66% 2024-25 50%

Down this academic year, possibly due to staffing issues and place allocation system changes.

- Each Pupil Premium pupil to access and attend all trips and enrichment activities

All children offered 50% reduction on all trips in school

Residential attendance Y2 70% Y4 85% Y6 84%

- Each Pupil Premium cohort accesses an additional experience/workshop or enrichment activity.

Most cohorts received an additional experience workshop/experience. These included; Zen Educate Christmas Decoration Challenge, Nottingham Rugby Workshops, NTU Art Exhibition Workshops, Bilborough College Visit and the Playhouse Theatre performance,

Outcome 5 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Sustained high attendance demonstrated by

- Improved attendance of Pupil Premium pupils to 94%+ this academic year (2024-2025) **92.74%**
- Improve the percentage of all pupils who are persistently absent (below 90%) to 18% this academic year **21%**

Strengths

- 84.6% of our Pupil Premium Pupils passed the Year 1 **phonics screening**
- Our Pupil Premium Pupils performed better than National Pupil Premium pupils at the expected standard in **RWM** combined
- Our Y6 Pupil Premium pupils performed better than National Pupil Premium pupils in **reading** at the expected standard
- Our Y6 Pupil Premium pupils performed better than National Pupil Premium pupils in **writing** at the expected standard
- All our Pupil Premium pupils attended trips at a 50% discount
- Children and teachers clearly communicate increased independence and confidence in learning with the support given

Areas for Development

- Close gap between PP and non-PP pupil's attainment at the expected standard in every year group with a greater focus on maths and writing
- Increase enrichment and experience for our Pupil Premium Pupils by targeting individual pupils to increase uptake of after school clubs and year group enrichment
- Continue to improve PP attendance
- Continue aspiration to achieve at the higher standard for our Pupil Premium pupils.