

Pupil Premium 3 Year strategic statement 2023 - 2026

This statement details our school's use of pupil premium funding to help improve the attainment and outcomes of our disadvantaged pupils over a 3 year period 2023-2026 .

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fern Hill Primary
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	10% (Sept 24) 62 children Reception-Year 6
Academic year/years that our current pupil premium strategy plan covers	3 years 2023 -2026
Date this statement was published	19 December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
Pupil premium lead	SLT
Trustee lead	Sean Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,532
Pupil premium funding carried forward from previous years	£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	£110,532

Part A: Pupil Premium strategy plan

Statement of Intent

At Fern Hill our curriculum has been designed with the intention to develop the whole child and to inspire and instil a thirst for knowledge and an enduring love of learning in each and every pupil. It aims to ensure excellence and success in all aspects of school life in order to drive future ambitions. It is personalised to the needs of all pupils at Fern Hill, particularly our Pupil Premium pupils.

At Fern Hill we not only focus on appropriate subject specific knowledge, skills and understanding that allow all to excel, but by modelling our core values of Inspiration, Collaboration, Empathy and Excellence; provide child-led learning experiences and develop a growth mindset to align aspirations and provide rich opportunities for all of our vulnerable families within our wonderfully diverse community.

We value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to be aspirational, develop a love of learning and achieve well. We consider the challenges faced by vulnerable pupils, such as those who have a social worker, SEND and have English as an Additional Language. The activities we have outlined in this statement are also intended to support their needs emotionally, physically, spiritually and academically.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.

High-quality teaching and CPD is at the heart of our school's approach. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils exceed.

To ensure they are effective we will:

- Act early to intervene at the point need is identified
- Identify challenges within the cohort of learners and plan effective support
- Ensure disadvantaged pupils are challenged in the work that they are set
- Encourage all children to love learning and read for pleasure
- Engage our most vulnerable parents in school life and the school community
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for the most vulnerable pupils, including non-disadvantaged pupils.

Challenges

This details the key challenges to achievement and progress that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	<p>Socio-economic gap (housing, finance, tuition for selective schools/ general, family literacy and family anxieties):</p> <p>The school is situated in a socially advantageous area but the socio-economic gap between disadvantaged pupils and others is wide.</p> <p>12% of our school community should be considered as disadvantaged.</p> <p>A further group of pupils (7) are supported by social services and therefore considered our vulnerable; this group may fluctuate during the year.</p>
2	<p>Multiple challenges to learning:</p> <p>Children with multiple challenges to learning require additional support to achieve their potential.</p> <p>>25% of children in receipt of pupil premium grant also have special educational needs. Currently across all our vulnerable groups 51 % are EAL and 12% of PPG are on the SEND register and classed as EAL. These multiple needs make it far more challenging for these children to reach their age related expectations.</p>
3	<p>Vocabulary deficit:</p> <p>The development of language skills for many of our disadvantaged children is not as advanced as other pupils and this impacts particularly on writing.</p>
4	<p>Emotional support:</p> <p>There are an increasing number of disadvantaged pupils with a wide range of emotional needs and we need to increase the provision of ELSA trained staff.</p>
5	<p>Parental Engagement:</p> <p>To improve parental engagement of our disadvantaged families. Engagement of PPG parents is part of the Parent engagement action plan.</p>
6	<p>Cultural Capital:</p> <p>Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside school. The aim is to provide rich experiences that broaden and cater for the interests and talents in and out of school of our disadvantaged pupils to increase their equity in cultural capital.</p>
7	<p>Attendance:</p> <p>Our attendance data for PPG indicates an average of 90% attendance. The aim is for PPG pupil figures to be inline with non PPG attendance data</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
<p>Challenge 1 - Socio Economic 1. Disadvantaged children make accelerated progress to close the gap between PPG & Non- PPG in Reading, Writing and Maths as identified through assessments.</p>	<p>The gap between the progress of Pupil Premium and non- pupil premium is closed. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative termly data.</p> <p>- Improved maths attainment for disadvantaged pupils at the end of KS2 so that outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.</p> <p>Disadvantaged pupils meet the required standard in year 1 phonics</p>
<p>Challenge 2 :Multiple challenges to learning</p> <p>Continue to develop teacher and TA confidence and skills in supporting children with multiple learning challenges through QFT strengthened and guided by research to provide the most effective interventions</p>	<p>Teacher expectation and training led by research underpins effective CPD which continues to embed Fern Hill 'Teaching and Learning Principles'.</p> <p>Effective CPD for support staff equips them with the relevant skills to continue to identify and address gaps in learning to support pupil catch up</p>
<p>Challenge 3: Vocabulary Deficit</p> <p>Improved language comprehension and vocabulary acquisition for disadvantaged children so that they can access challenging texts and develop writing</p>	<p>Assessments in writing show that the gaps of vocabulary acquisitions are narrowing.</p>
<p>Challenge 4: Emotional Support</p> <p>To achieve and sustain improved wellbeing for our disadvantaged pupils</p>	<p>PPG children are a priority for ELSA support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice, pupil surveys and teacher observations ● a significant increase in participation in enrichment activities among disadvantaged children
<p>Challenge 5: Parental Engagement</p> <p>To improve parental engagement of our disadvantaged families to enable them to engage in education, build their knowledge & skills and build strong relationships with the school community.</p>	<ul style="list-style-type: none"> ● 90% targeted disadvantaged families attend workshops & targeted sessions eg SEND EAL sessions ● 100% attendance at parents evenings ● 90%+ engagement with home learning ● 100% response to parent surveys ● Improved overall attendance of disadvantaged pupils ● Increased engagement with external parental support training courses

<p>Challenge 6: Cultural Capital</p> <p>To provide rich experiences that broaden and cater for the interests and talents in and out of school of our disadvantaged children to increase their equity in cultural capital through enrichment and experience</p>	<p>Increase attendance of PPG pupils at:</p> <ul style="list-style-type: none"> • After school clubs • Lunch clubs • Fern speak • Spark Book Awards • Sports competitions • Music tuition • Educational trips and residential journeys • Events within the local community and school • Higher engagement in Pupil surveys and pupil voice interviews
<p>Challenge 7: Attendance</p> <p>Attendance figures for disadvantaged children will improve and be in line with non-PPG</p>	<p>Using attendance data over the last 3 years it can be seen that disadvantaged pupils' attendance is significantly lower than Non- PPG. This gap should narrow and close by the end of the year with disadvantaged children achieving the target school of 97%</p>

Activity in this academic year 2024-25

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £22,057

Activity	Evidence that supports this approach	Challenges Addressed
<p>Improving oracy skills and embedding and dialogic activities across the school curriculum through the Voice 21 programme. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p><i>Two oracy champions will be in place to provide training to all staff linked to the voice 21 programme. The oracy champion will attend training through 4 development days. Staff access the Voice 21 exchange with online training sessions. These are fed into staff meetings. Staff will apply strategies across the curriculum to enable pupils to communicate effectively.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact. EEF : High impact for low cost Evidence strength +4 (Impact strength + 6)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/voice-21-pilot</p> <p>Improving Literacy in Key Stage 2 Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (Recommendation 1: Develop pupils' language capabilities)</p> <p>Voice 21 Impact Report https://voice21.org/impact-report-2022-2023/</p>	<p>3, 2</p>

<p>NCETM Mastering Number Programme CPD</p> <p>Funding teacher release to attend NCETM run CPD sessions to develop teacher pedagogy to ensure effective delivery of the programme.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1,2,</p>
<p>Developing Writing CPD Consultant Support</p> <p>We will fund teacher release time to work with a external consultant to review our approach to teaching writing to ensure we are maximise learning opportunities and to provide CPD on the most effective approaches to accelerate progress</p>	<p>Improving Literacy in Key Stage 2</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (Recommendation 1: Develop pupils' language capabilities)</p>	<p>1,2,3</p>
<p>Feedback and Instructional Coaching</p> <p>Regular lesson study, learning walks and instructional coaching for staff to ensure time is maximised with the most effective, research-informed methods</p>	<p>Effective Professional Development</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £32,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bedrock Vocabulary Intervention</p> <p>Online platform to explicitly teach Tier 2 vocabulary in context used both at home and as an early morning intervention.</p>	<p>Improving Literacy in Key Stage 2</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language)</p> <p>'Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary'</p>	1,2,3
<p>Third Space Learning</p> <p>1 to 1 online tutoring personalised to the individual needs of the pupils</p>	<p>Improving Mathematics in the Early Years and Key Stage 1</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1,2
<p>Phonics and Early Reading Intervention</p> <p>Support staff offer additional catch up sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	1,2,3
<p>Nessy Spelling Intervention</p> <p>Provide additional support for disadvantaged pupils with SEND</p>	<p>Improving Literacy in Key Stage 2</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (Recommendation 5: develop pupil's transcription skills and 7: use of high quality structured intervention)</p>	1,2,3

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

Budgeted cost: £55,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trips and Enrichment</p> <p>Provide financial support for disadvantaged families to assess a range of offsite trips and experiences to ensure disadvantaged children</p>	<p>Outdoor adventure and an enrichment provision offers opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of noncognitive</p>	5, 6

have shared experiences and increase cultural capital.	skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020).	
<p>Wraparound Care Provision</p> <p>Free or discounted provision is offered for our vulnerable pupils. (5 subsidised spaces prioritised)</p>	<p>This initiative enables greater social interaction opportunities which some pupils may not experience at home. This has a positive impact on punctuality and attendance</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers.</p>	1, 5, 7
<p>Reading for Pleasure</p> <p>Targeted PPG children are identified to be part of the SPARK book awards. encouraging and promoting a love of reading for pleasure.</p>	<p>Improving Literacy in Key Stage 2</p> <p>Researcher: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (Recommendation 5: develop pupil’s transcription skills and 7: use of high quality structured intervention)</p>	3, 6
<p>Emotional Wellbeing and Support</p> <p>To continue to build strength & capacity within the school’s wellbeing offer through additional training of ELSA Trained Support Staff</p>	<p>Improving Social and Emotional Learning in Primary Schools</p> <p>Research: Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.elsanetwork.org/elsa-network/</p>	4, 5
<p>Improving Attendance</p> <p>Attendance Officer to liaise with families to support improved attendance and punctuality</p> <p>Deputy Head released 0.5 days / week to oversee attendance strategy</p>	<p>Working Together to improve attendance (DfE)</p> <p>Research: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	5, 7

Pupil Premium Strategy Review of Outcomes 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year in relation to our Intended outcomes:

Academic Gap

-92% of Year 1 children met or exceeded the threshold in the Y1 Phonics Screening, closing the gap by 3% compared to the previous year and by 13% from 3 years ago. (4 year upward trend)

-100% of Year 2 children met or exceeded the threshold in the Y2 Phonics Screening

-The number of PPG children reaching the expected standard in Reading at the end of KS2 increased by 7% from the September baseline

-The number of PPG children reaching the expected standard in Maths at the end of KS2 increased by 20% from the September baseline

Emotional Support

5 SEN and PPG children had 1:1 support for a 'soft start' throughout the year.

10 PPG children received direct work (six - eight weeks program 45 minutes each week) over the year. All these children then also receive a 'check- in' for 10 minutes each week with their ELSA lead.

70% of these children are now using these strategies to effectively manage and regulate their emotional needs.

In addition to these children an additional 4 continued to have ELSA checkins as they needed this continued support.

4 PPG children in Year 6 were included in friendship groups for social and emotional support.

14 consultations which led to referrals for PPG children were made to the Mental Health Team. Two were turned down by the Mental health Team and 4 PPG parents did not attend the session 3 times consecutively so were dismissed.

The 7 children with parents/carers who worked with the mental health team all successfully completed their work and found the process positive.

Three of the families were effectively supported in lowering their safeguarding status.

1 referral to the virtual school resulted in an extremely vulnerable child receiving structured, weekly support in school. The response is very positive and behaviour incidents significantly reduced in the last few weeks of the summer term.

Parental Engagement

8% of parents at the Curriculum evening were PPG families. At this point, 10% of our families at Fern Hill were PPG.

Attendance

There was a dip in PPG attendance in 2022 - 2023 however in 2024 - 2025 PPG attendance improved by 1.5%. PPG punctuality has improved by 8.7% compared to 13.6% for non PPG. This needs to continue to narrow this year.

The average National PPG attendance in 2023 - 2024 was 88.9% . At Fern Hill the PPG attendance was 92.3%, showing 3.4% above national and a 1.5% increase in attendance from 2022 - 2023.

There was a drop in attendance by 17% of PPG children attending school in the last week of term (July 2024).

These families all received a reminder concerning their attendance for 2023 - 2024.

Attendance officers supported 11 PPG families in 2023 -2024. For 73% of those families the support and strategies out in place improved attendance by at least 6% in the summer term.

Throughout the year 14 families were offered a free place at either breakfast or after school club to support attendance.

Six children were offered a free club specifically targeted to increase motivation to attend school.

Two children who were school refusers received strategies of morning 'soft start' support from TA's and this supported and improved attendance.

Year 2 PPG improved their attendance by 3.4% compared to 2023.

Year 3 PPG improved their attendance by 2.6% compared to 2023.

Year 4 PPG improved their attendance by 2.9% compared to 2023.

Year 5 PPG improved their attendance by 3.4% compared to 2023

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme
Bedrock Vocabulary
Third Space Learning
Times table Rock Stars
RM Maths
SCARF (PSHE)
Nessy
Edukey