

Ferndale Primary School and Nursery - Pupil premium strategy statement

This statement details our school's use of pupil premium 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ferndale Primary School and Nursery
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2022-23 2023-24 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Caroline Rouse
Pupil premium lead	Mrs Fay Billingham
Governor / Trustee lead	Clare Bhunnoo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,720
Recovery premium funding allocation this academic year	£ 0
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	£ 94,720

Part A: Pupil premium strategy plan

Statement of intent

Ferndale Primary School and Nursery is a vibrant, friendly place where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives. We believe that through inspirational teaching, determination, a lot of love and a lot of laughter, the children in our school can achieve their greatest potential, regardless of their starting points in life.

We believe in teaching, modelling values and preparing them for life in the 21st Century and we believe in doing so, we will give them a solid foundation for their future.

It is our intent at Ferndale that all children will have access to the very best education no matter what their background so when deciding how to best use the Pupil Premium Grant, we have used the Education Endowment Foundation's Teaching and Learning Toolkit which provides rich evidence on how schools can spend money more effectively to improve teaching and learning. As a result, our main strategy to support children in receipt of the Pupil Premium is through providing the highest quality-first-teaching (QFT) and creativity in the curriculum with planned for cultural experiences.

We ensure that the funding is used to support all disadvantaged pupils, regardless of ability, to achieve the highest levels of attainment. Many of our children are affected by the barriers of child poverty and disadvantage and we aim to support all children to overcome these barriers. Pupil premium funding, along with allocations from the school's own budgets will help ensure this money is spent to maximum effect.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment/Progress gap between PP and non-PPG children by the end of KS2.</p> <p>At the end of KS1 children in receipt of the pupil premium funding attain in-line with and in some cases better than their non-disadvantaged peers and from the statutory tests at the end of KS2 this trend was reversed.</p>
2	<p>Correlation between PPG and SEND</p> <p>25% of the children in receipt of PPG grant are also on the SEND register receiving adaptations to their learning in addition to the universal offer of education at the school.</p>
3	<p>SEMH impacting on wellbeing, engagement and therefore progress in lessons.</p>
4	<p>Children lacking experiences – Cultural Capital</p> <p>A pupil survey has shown that children in receipt of the pupil premium grant are lacking wider cultural experiences such as trips to museums, theatres, farms, coast and art galleries.</p>
5	<p>Quality first teaching for all children</p> <p>The strategy with the biggest impact on learning for all children is being in receipt of the highest standards of quality first teaching. Investing in CPD to improve teaching approaches and ensuring consistency across classrooms is imperative in overcoming this challenge.</p>
6	<p>Parents/ carers and schools working effectively together to overcome barriers to progress and attainment.</p> <p>Just over half of our parents with children in receipt of pupil premium funding attend parents evening and strategies to increase this or work with these families is needed.</p>
7	<p>Attendance of children in receipt of the pupil premium grant is below the national attendance figures. For children to experience quality first teaching at Ferndale Primary School and Nursery then they need to be in attendance 100% of the time.</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 reading, writing and maths attainment in disadvantaged pupils	Disadvantaged pupils are achieving in line with national and in some cases exceeding by 2025/26 at the end of KS2. The single word spelling test and Salford reading age will show there is no differential between PPG and non-PPG learners by 2024/25. More able disadvantaged achieve in line with non-disadvantaged more able by 2023/2024
Improved reading, writing and maths progress for children in receipt of PPG funding and on the SEND register	Disadvantaged and SEND children make good progress from their starting points and in their targeted interventions. Children make accelerated progress throughout the year.
Improved wellbeing for all pupils in the school including our disadvantaged	Qualitative data gathered through pupil voice. 2023/24. Further members of staff trained in mental health and wellbeing as a graduated response to need and improve the immediacy of the right help at the right time.
All children will experience a range of trips or enrichment that increases their cultural capital in all year groups	Curriculum planning will reflect opportunities provided to children to experience life beyond the classroom through education visits, trips and carefully planned for enrichment to enhance and add to children's cultural capital.
All teaching across the curriculum is at least good and new approaches to teaching are rapidly adopted by all teaching staff	Monitoring by subject leaders will evidence the quality first teaching experiences of the children. Progress and attainment of children in receipt of the PPG will increase.
Parents will be well informed about their child's education and next steps.	Attendance at parents evening has increased from 55%. Alternative routes of communication to engage families are developed.
The attendance of children in receipt of the PPG will be 95% or higher.	Regular meetings between families, school and EWO continue. Case load of EWO reduces throughout the year due sustained and improved attendance of children. Attendance for the majority of children in receipt of the pupil premium grant will be in line with or better than the national

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: £9,516.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the speed of feedback through the implementation of visualisers	Immediate feedback approaches have the greatest impact on children's rates of learning. EEF +6 months EEF feedback evidence	1, 5
To support learning in mathematics at school through the use of practical resources and the new schemes in White Rose Maths.	The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. EEF - High Quality Teaching The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: DFE - Maths Guidance KS1 and KS2 The EEF guidance is based on a range of the best available evidence: EEF - Guidance Report in Maths KS2 and KS3 EEF Mastery Learning +5months	1, 5
Pupil Pursuits to ensure we have all appropriate resourcing for underperforming groups and children in receipt of the PPG grant to tackle any barriers to learning and to support their individual needs.	Diagnostic assessments and getting under the surface of the experiences for children in receipt of the PPG grant EEF - Diagnostic Assessments	1, 5
To ensure targeted CPD focused on the needs of our children	EEF research links effective professional development in improving classroom practise and	1, 5

and school SDP requirements.	pupil outcomes EEF - Effective Professional Development	
Subscription for Widgit to provide visual supports for children with low levels of literacy that may also correlate with SEND and EAL.	EEF research suggests strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> • flexible grouping; • cognitive and metacognitive strategies; • explicit instruction; • using technology to support pupils with SEND; and • scaffolding. EEF SEND guidance report	1, 2, 5
Music for all by music specialists across the school to introduce children to playing a variety of instruments.	There is moderate impact for low cost based on the evidence. EEF - Teaching and Learning Toolkit Arts Participation	1, 2, 4, 5
Planned-for cultural capital experiences across the curriculum for all pupils and support for students to engage in residential.	There is moderate impact for low cost based on the evidence. EEF - Teaching and Learning Toolkit Arts Participation EEF Sports Participation +2months and Arts Participation +2months	1, 2, 4, 5
To install a wet weather shelter to extend the outdoor learning opportunities for the children to support the curriculum enhancements being introduced this year. CPD also related to outdoor learning.	The children attend an urban school and many do not have gardens therefore lack wider opportunities to engage in outdoor learning opportunities.	1, 2, 4, 5

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

Budgeted cost: £ 69,358.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group focused work to close the gap and raise attainment	Small group targeted interventions focused sharply on gaps can be effective for low attaining pupils and those falling behind EEF +4 months EEF Small Group Tuition evidence	1, 2, 5
Extra teacher deployed within Year 6 to support focus group of children. This small group focused work to close the gap and raise attainment. To ensuring smaller group size and more targeted learning allowing for children to reach the exceeding standard.	Small group targeted interventions focused sharply on gaps can be effective for low attaining pupils and those falling behind EEF +4 months EEF Small Group Tuition evidence	1, 2, 5
Core book packs are distributed to families taken from the literature that enhances curriculum teaching and contributes to reading for pleasure.	Evidence suggests having access to resources and having books of their own impacts on young people's reading attainment DfE - Research evidence on reading for pleasure Scholastic - Access to Books Booktrust news - Building Blocks to Readers The Guardian - Growing Up in a House Full of Books boosts literacy and numeracy	1, 2, 5, 6

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

Budgeted cost: £ 15,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion team and Lighthouse to support the more vulnerable and complex need children and families. Inclusion Team working daily one to one with children. To work with parent worker with groups of children on resilience.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF +4 months EEF social and emotional learning evidence</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Attendance lead and EWO to develop strategies and work with families whose attendance falls below 90%. Check attendance figures termly and ensure links with attendance officer and meetings are held.</p>	<p>Children that do not attend school are less likely to succeed academically and therefore be NEET when they are older. See also: GOV.UK School Attendance - Framework for full attendance at school</p>	<p>6 and 7</p>
<p>ELSA – Emotional Literacy Support Assistant to run sessions with identified children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF +4 months EEF social and emotional learning evidence</p>	<p>1, 2, 3, 5, 7</p>
<p>To invest in TAMHS worker targeting specific children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF +4 months</p>	<p>3</p>

	EEF social and emotional learning evidence	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	6, 7

Total budgeted cost: £ 94,720

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 2020 to 2021 academic year.

2023-2024						
End of Key Stage Outcomes for all learners						
KS1	EXS+	GDS		KS2	EXS+	GDS
Reading	64%	24%		Reading	96%	49%
Writing	68%	15%		Writing	79%	25%
Maths	64%	17%		Maths	88%	33%
				RWM combined	75%	20%
End of Key Stage Outcomes for pupil premium learners						
KS1	EXS+	GDS		KS2	EXS+	GDS
Reading	40%	20%		Reading	75%	33%
Writing	40%	0%		Writing	58%	8%
Maths	40%	20%		Maths	50%	17%
				RWM combined	50%	8%

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	Provider
N/A	

Further information (optional)

Interim leadership TLRs for January to July have been put in place with responsibilities for curriculum, assessment and monitoring to improve teaching and learning for all and in particular the progress and attainment of the school's disadvantaged and underperforming group of children. These staff members will join the school's SLT and strengthen the work in the school towards meeting the objectives of both this strategy and the school's improvement priorities.