

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	376
Proportion (%) of pupil premium eligible pupils	17.28% (65 children)
Academic year/years that our current pupil premium strategy plan covers	3 years 2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss Liz Horrobin
Pupil premium lead	Mrs Fay Billingham
Governor / Trustee lead	Clare Bhunnoo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
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	£ 84,840

Part A: Pupil premium strategy plan

Statement of intent

At Ferndale Primary School and Nursery, our vision is to ensure that every child, regardless of their starting point or background, has access to the very best education and opportunities to thrive. Children are at the heart of everything we do, and we are committed to nurturing a lifelong love of learning through a knowledge-rich, practical, and varied curriculum that prepares them for life in the 21st century.

We recognise the challenges that disadvantage can create and are determined to remove barriers so that all pupils can fulfil their potential. Through inspirational teaching, high expectations, strong values, and carefully planned cultural and enrichment experiences, we provide the foundations for children to achieve academic success and personal growth.

Our use of the Pupil Premium Grant is guided by the evidence base provided by the Education Endowment Foundation's Teaching and Learning Toolkit. This ensures funding is targeted where it has the greatest impact. Our central strategy is to secure the highest quality-first teaching for all, supported by a curriculum that inspires, engages, and broadens horizons.

We are committed to ensuring that every disadvantaged pupil, regardless of ability, is given the support and opportunities needed to achieve the highest levels of attainment. By combining Pupil Premium funding with allocations from the school's own resources, we will maximise impact and work relentlessly to break down the barriers of poverty and disadvantage so that every child can succeed.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Underpinned by the EEF's 5 step guide to diagnosing the needs of our school.

Challenge number	Detail of challenge
1	Attainment/Progress gap between PP and non-PPG children by the end of KS2. 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.
2	Correlation between PPG and SEND 38% 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.
3	SEMH impacting on wellbeing, engagement and therefore progress in lessons.
4	Our research indicates that some disadvantaged children have insufficient opportunities to play and often live with limited access to outdoor space—factors that contribute to underdeveloped play skills. The Education Endowment Foundation's Early Years Toolkit underscores the importance of physical development in the early years, finding that access to varied and regular physical activity—especially outdoors—is crucial not just for motor skills (gross and fine), but also for children's cognitive development, including attention, self-regulation and readiness to learn
5	For some disadvantaged pupils, financial constraints create a barrier to accessing trips, visits, and wider cultural experiences that enrich childhood and broaden horizons. Without these opportunities, children may miss out on valuable chances to build cultural capital, develop social skills, and deepen their learning beyond the classroom. We are committed to removing these barriers so that every child can benefit from experiences that inspire, engage, and enhance their education.
6	Securing the highest standards of quality-first teaching in every classroom so that all children — including those eligible for Pupil Premium — experience consistently effective learning. This requires sustained investment in high-quality CPD, the development of skilled and reflective practitioners, and a whole-school commitment to aligning teaching approaches. Achieving this consistency is essential to closing attainment gaps and ensuring that disadvantaged pupils make strong, sustained progress.
7	The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates (DfE 2024). Persistent absence and lateness among pupils in receipt of the Pupil Premium Grant remains a significant challenge, creating barriers to consistent learning and progress. For children to experience quality first teaching at Ferndale Primary School and Nursery then they need to be in attendance 100% of the time.
8	A significant proportion of disadvantaged children enter Early Years with noticeably low levels of language and communication. Baseline assessments and observations highlight limited vocabulary, reduced expressive and receptive language, and underdeveloped oral communication skills compared to their peers. These gaps hinder early learning, engagement in lessons, and the development of strong foundations for reading, writing, and social interaction. Addressing this early language deficit is essential to improving long-term outcomes and ensuring disadvantaged pupils can access and benefit from the full curriculum.

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 2028 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 2028. More able disadvantaged achieve in line with non-disadvantaged more able by 2028.
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. 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.
Improved oral language skills and vocabulary among disadvantaged pupils in early years	Success will be seen in improved language outcomes for disadvantaged pupils, supported by frequent, high-quality adult-child interactions that build vocabulary and extend talk. Children will show greater confidence and engagement in speaking activities, with clear progress in expressive and receptive language. A strong language-rich environment and reduced gaps with peers will demonstrate impact.
Develop children's play skills	Increased participation of disadvantaged pupils in positive outdoor play opportunities, alongside clear improvements in play skills such as sharing, turn-taking, problem-solving, and creativity. We expect to see gains in physical development, resilience, and confidence, supported by pupil voice demonstrating greater enjoyment of playtimes and a stronger sense of inclusion. Behaviour incidents linked to unstructured playtimes should reduce, and the gap between disadvantaged pupils and their peers in social and emotional readiness for learning will begin to narrow.
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 children in receipt of PPG are offered a place on trips regardless of financial barriers.
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.
The attendance of children in receipt of the PPG will be higher than 95%.	Develop and maintain a whole school culture that promotes the benefits of good attendance. Regular meetings between families, school and EWO continue. Case load of EWO reduces throughout the year due to sustained and improved attendance of children. Attendance for the majority of children in receipt of the pupil premium grant will be higher than 95%.

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: £2,979.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and school SDP requirements.	EEF research links effective professional development in improving classroom practise and pupil outcomes EEF Effective Professional Development Guidance Report	1, 2, 5, 8
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, 3, 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	1, 2, 5, 6, 8
Targeted support to improve quality interactions and develop early language and communication skills	High-quality adult–child interactions are “fundamental to developing” children’s communication and language skills Strong Foundations	8
To improve outdoor learning spaces as part of the OPAL programme, enhancing opportunities for children to learn and play outside in support of the school development plan. CPD will also focus on outdoor learning.	The children attend an urban school and many disadvantages do not have access to outdoor spaces therefore lack wider opportunities to engage in outdoor learning opportunities. Play Commission State of Play Report	1, 2, 3, 4, 5, 6, 8

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

Budgeted cost: £13,067.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group focused work to close the gap and raise attainment	Small group tuition can accelerate learning by an average of four months in a year, particularly when targeted to pupils' specific needs and delivered by well-trained staff. It is a cost-effective intervention, especially for disadvantaged pupils. EEF Small group tuition Bold Beginnings	1, 2, 6, 8
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 that focus precisely on identified gaps are particularly effective in supporting disadvantaged and lower-attaining pupils, as well as those at risk of falling behind, helping to accelerate progress and strengthen readiness for secondary school (EEF +4 months). EEF Small group tuition	1, 2, 6
Books that engage and resonate with their interests are provided for 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 National Literacy Trust Children and Young People's Reading 2025 Book Trust Benefits of Reading Report	1, 2, 6, 8

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

Budgeted cost: £ 68,792.55

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 Unity Research School Pupil Premium and SEND: learning without labels</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 95%. 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 Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</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, 7</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>1, 2, 5, 6, 7</p>

Total budgeted cost: £ 84,840

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 2024-2025 academic year.

2024-2025

End of Key Stage Outcomes for all learners

KS1	EXS+	GDS
Reading	76%	44%
Writing	71%	32%
Maths	83%	34%

KS2	EXS+	GDS
Reading	75%	26%
Writing	79%	16%
Maths	80%	17%
RWM combined	66%	7%

End of Key Stage Outcomes for pupil premium learners

KS1	EXS+	GDS
Reading	71%	43%
Writing	71%	29%
Maths	86%	29%

KS2	EXS+	GDS
Reading	40%	7%
Writing	13%	0%
Maths	33%	0%
RWM combined	7%	0%

Summary and Evaluation of outcomes 2024-2025:

End of Key Stage outcomes for 2024–2025 indicate that attainment for all learners is broadly strong, with KS1 pupils performing particularly well in maths (83% EXS+, 34% GDS) and reading (76% EXS+, 44% GDS). KS2 results also show solid attainment across core subjects, with 66% achieving the combined RWM measure, though greater depth outcomes remain comparatively low (7%). For pupil premium learners, KS1 outcomes are largely in line with all learners, particularly in maths (86% EXS+), indicating effective early-stage support. However, KS2 outcomes for pupil premium learners are significantly lower across all subjects (e.g., 40% EXS+ in reading, 13% in writing, 33% in maths, and only 7% combined RWM), suggesting that current strategies are not closing the attainment gap at this stage. This indicates that interventions and targeted support in upper Key Stage 2 are not yet having the intended impact. Early intervention strategies and classroom practice in KS1 appear to be working well, but further refinement of support and feedback processes for disadvantaged pupils in KS2 is required to secure accelerated progress and stronger outcomes.

In addition, targeted pastoral support and structured playtime interventions are intended to help improve pupils' social interactions, confidence, and overall engagement in school life, reducing wider barriers to learning and promoting more positive attitudes towards learning in the future.

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
OPAL	Outdoor Play and Learning