

## **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**

<b>Detail</b>	<b>Data</b>
School name	<b>Fern Hill Primary</b>
Number of pupils in school	<b>653</b>
Proportion (%) of pupil premium eligible pupils	<b>12.7% (Sept 23) 61ch N-6</b>
Academic year/years that our current pupil premium strategy plan covers	<b>3 years 2023 -2026</b>
Date this statement was published	<b>December 2023</b>
Date on which it will be reviewed	<b>September 2024</b>
Statement authorised by	<b>Headteacher</b>
Pupil premium lead	<b>SLT</b>
Trustee lead	<b>Sean Weston</b>

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	<b>£107,670</b>
Recovery premium funding allocation this academic year NTP	£67.50 per pupil + 50% funded from this strategy 4117.50 + 50% + <b>£8235</b>
Pupil premium funding carried forward from previous years	<b>£0</b>
<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	<b>£115,905</b>

# 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><b>Socio-economic gap</b> (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><b>Multiple challenges to learning:</b></p> <p>Children with multiple challenges to learning require additional support to achieve their potential.</p> <p>&gt;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><b>Vocabulary deficit:</b></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><b>Emotional support:</b></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><b>Parental Engagement:</b></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><b>Cultural Capital:</b></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><b>Attendance:</b></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
<b>Challenge 1 - Socio Economic</b> 1. Disadvantaged children make accelerated progress to close the gap between PPG & Non- PPG in Reading, Writing and Maths as identified through assessments.	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. - 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.
<b>Challenge 2 :Multiple challenges to learning</b> 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	Teacher expectation and training led by research underpins effective CPD which continues to embed Fern Hill 'Teaching and Learning Principles'. 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
<b>Challenge 3: Vocabulary Deficit</b> Improved language comprehension and vocabulary acquisition for disadvantaged children so that they can access challenging texts and develop writing	Assessments in writing show that the gaps of vocabulary acquisitions are narrowing. Disadvantaged pupils meet the required standard in year 1 phonics
<b>Challenge 4: Emotional Support</b> To achieve and sustain improved wellbeing for our disadvantaged pupils	PPG children are a priority for ELSA support. Sustained high levels of wellbeing are demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities among disadvantaged children</li> </ul>
<b>Challenge 5: Parental Engagement</b> 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.	<ul style="list-style-type: none"> <li>• 90% targeted disadvantaged families attend workshops &amp; targeted sessions eg SEND EAL sessions</li> <li>• 100% attendance at parents evenings</li> <li>• 90%+ engagement with home learning</li> <li>• 100% response to parent surveys</li> <li>• Improved overall attendance of disadvantaged pupils</li> <li>• Increased engagement with external parental support training courses</li> </ul>

<b>Challenge 6: Cultural Capital</b>  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	Increase attendance of PPG pupils at: <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Lunch clubs</li> <li>• Fern speak</li> <li>• Spark Book Awards</li> <li>• Sports competitions</li> <li>• Music tuition</li> <li>• Educational trips and residential journeys</li> <li>• Events within the local community and school</li> <li>• Higher engagement in Pupil surveys and pupil voice interviews</li> </ul>
<b>Challenge 7: Attendance</b>  Attendance figures for disadvantaged children will improve and be in line with non-PPG	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%

## Activity in this academic year 2023-24

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: £17000 + £48,720 (additional staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving oracy skills</b> and embedding and dialogic activities across the school curriculum through the <b>Voice 21</b> 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 will apply strategies across the curriculum to enable pupils to communicate effectively.</i></p> <p>£2500</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.</p> <p>EEF : High impact for low cost Evidence strength +4 (Impact strength + 6 )</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot</a></p> <p><b>Improving Literacy in Key Stage 2</b>  <b>Researcher:</b> Education Endowment Foundation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3, 2

	(Recommendation 1: Develop pupils' language capabilities)	
<b>Coaching CPD for Middle Leaders</b> using the TDT Pedagogical Coaching Training programme to embed  Cost: £5100	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>  <a href="https://niot.s3.amazonaws.com/documents/NIO_T_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIO_T_mentoring_and_coaching_-_Key_Takeaways.pdf</a>	1, 2, 6
<b>Developing Reading fluency</b> - CPD Purchase of a fluency reading programme to secure stronger application of phonics and fluency.  Cost: £3000	<b>Improving Literacy in Key Stage 2</b> <b>Researcher:</b> Education Endowment Foundation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> (Recommendation 2: Support pupils to develop fluent reading capabilities)	1,2,3
<b>Enhancement of our maths teaching and curriculum planning</b> in line with Ready to Progress DfE and EEF guidance. We will fund teacher release time to work with a LA borough consultant to embed key elements of guidance in school.  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:  Cost £1500 (£250 per day)	<b>Improving Mathematics in the Early Years and Key Stage 1</b> <b>Researcher:</b> Education Endowment Foundation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <b>Improving Mathematics in Key Stage 2 and 3</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3</a>	1,2,3
To continue to build strength & capacity within the school's wellbeing offer through additional training of ELSA Trained Support Staff  Cost: £1500	ELSA (support for emotional literacy) is supported by solid research models.  Improving Social and Emotional Learning in Primary Schools <b>Researcher:</b> Education Endowment Foundation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> <a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a>	4, 5
Attendance Officer to work alongside PPG families whose children's attendance and punctuality is of a concern  Cost: £3400 (£100 per week x 34 weeks)	Data also shows that primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.	5, 7

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

Budgeted cost: £13950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils Tuition targeted at specific needs focused around Reading Fluency Cost :£8000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: S	1,2,3
Support staff offer additional catch up sessions targeted at disadvantaged pupils who require further phonics support  Cost: £18 x 2 ½ pw =£45 per week x 30 weeks = £1350	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1,2,3
Provide additional support for disadvantaged pupils with SEND or EAL (Nessie)  Cost: £1000	<b>Improving Literacy in Key Stage 2</b> <b>Researcher:</b> Education Endowment Foundation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> (Recommendation 5: develop pupil's transcription skills and 7: use of high quality structured intervention)	1,2,3
Homework and school intervention support during, before & after school - staffing and resources  Cost: £55 per hour x 24 weeks = £1600	Education Endowment Foundation: Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a working space conducive to learning, have access to devices suitable for accessing learning  Additional clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and catch up provision	1,2, 5



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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for disadvantaged families to assess a range of offsite trips and experiences to ensure disadvantaged children have shared experiences and increase cultural capital. Cost: £7000	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 skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020).	5, 6
Provide stationery, pencil cases and book bags for disadvantaged pupils. All vulnerable families have first access to the second hand uniform sale and any books that we are sharing with our community. Cost: £1500	Wearing a uniform and having access to appropriate resources can develop the school ethos and improvement of behaviour and discipline (EEF 2020).	1
Wraparound care provision offered for our vulnerable pupils.  Cost: £8000 -Breakfast £12000 - Afterschool	This initiative enables greater social interaction opportunities which some pupils may not experience at home. This has a positive impact on punctuality and attendance  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.	1, 5, 7
To have an advocate (senior leader mentor) for our most vulnerable children to help improve ambition and self belief/worth. cost: £55 per hr x 6=£330 x 8 = £2640 £3000	SLT to develop a nurturing relationship to build self confidence for our most vulnerable children ( conferencing)	3, 6
Provide high quality reading resources.  Cost: £2000	Targeted PPG children are identified to be part of the SPARK book awards.encouraging and promoting a love of reading for pleasure.	3, 6
Musical instruments for the PPG children Keyboards £62.50 x 37 = £2312.50 cost £2500	Curriculum fully accessed by all	6



## Pupil Premium Strategy Review of Outcomes 2022 - 2023

This details the impact that our pupil premium activity had on pupils in the 2022 2023 academic year in relation to our Intended outcomes:

### Summer PPG: 83 pupils categorised as PPG/FSM

3/7/23: 7 children currently on CP

1. Disadvantaged children make accelerated progress to close the gap between PPG & Non- PPG in Reading, Writing and Maths as identified through assessments.
  - In Year 1 PPG have made equal progress in reading (EXS) and in maths (EXS) the gap has narrowed by 3%. In Year 2 PPG children have narrowed the gap in reading (EXS) by 13%. In year 3 in reading (EXS) the gap has narrowed by 4%. In Year 4 in reading (EXS) the gap has narrowed by 8% and in maths (EXS) the gap has narrowed by 5%. The trend is that PPG children are making accelerated progress beyond non PPG children in reading at the expected standard.
  - On average 64 PPG children receiving interventions have made 0.08 progress where 0 is expected progress
  - 62 children have been receiving a reading intervention (71%)
  - During the summer term for 6 weeks XX PPG pupils are receiving 1:1 or small group tutoring funded by the catch up funding and 40% from PPG Grant. The tutoring sessions have not been completed so outcomes cannot be accurately measured at this point.
  - Writing and maths need to be a focus for quality first teaching for PPG pupils and for interventions where the children are experiencing significant gaps.
  - Progress in Maths interventions for PPG children in Year 4 have proved to be effective in narrowing the gap between PPG & non PPG pupils
  - Year 5 has 7 pupils who are PPG and SEND. There are 5 pupils that reflect PPG , SEND and EAL as challenges to learning.
  - Year 3, 4 and 6 all have 4 pupils who are PPG and also on the SEND register
  - PPG children have all been invited early into school to complete Nessie (spelling online intervention) On average the take up is between 8 - 15 children per year group. 76 PPG pupils have accessed Nessie throughout the year.
2. Attendance figures for disadvantaged children will improve and be in line with non-PPG
  - There is a gap of 3.5% between PPG & 'all' 2022 - 30th June 2023. This has widened by 1.8% since last year and 2.3% since 2020-2021. PPG children had the highest attendance in the Spring term at 93.1%.
  - In relation to FFT national attendance data the average attendance to date for PPG pupils is 91.4%
  - PPG children in Year 6 average attendance for 2022 -2023 is highest at 95.2%. Year 1 shows the lowest average at 87.4%
  - Attendance in all year groups drops significantly, and is at it lowest, in the last week of the Autumn term
  - Next year whole school and PPG attendance will be a focus
  - There has been an increase in PPG families taking holidays during term time in the summer term
  - EWO and the inclusion team are working with specific families to improve PA.
3. Improved language comprehension and vocabulary acquisition for disadvantaged children so that they can access challenging texts and develop writing
  - Language for learning was the focus of the first INSET to raise the profile of the importance of vocabulary
  - 7/8 children (89%) in Year 1 met the threshold for phonics. They made significant progress (39%) in comparison to 11% when compared to 'all'. 100% of PPG pupils in year 2 achieved the threshold.
  - 10 PPG children have been targeted to receive pre teaching from 1:1 support. Word banks and explicit teaching of vocabulary in whole class reading and in modelled writing sessions have supported vocabulary acquisition for PPG pupils

- Next year vocabulary teaching will be a focus through the 'Voice 21' project which targets specific teaching of vocabulary to raise achievement. All research indicates that this vocabulary acquisition is key in raising achievement in writing across the curriculum.
  - Wellcom has been used as an effective screening tool for all Nursery & reception children to then best support activities that can support speech and language and social communication. Focus sessions are currently supporting 45 children in nursery and Reception.
4. 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.
    - 32 PPG pupils have accessed 33 spaces in enrichment clubs throughout the year this includes four sports clubs in addition to Pottery, choir, coding, keyboard and Magpie Arts
    - £1744 supported 10 children to attend Year 6 school Journey
    - £1892 has supported all PPG children to attend trips and visits this year.
    - £18,347 has been spent on 1,620 sessions of breakfast and afterschool club for 32 children across reception and Year 6
    - PPG guitar club has enabled 13 Y5 & 6 children to learn an additional instrument
    - In year 3 all children have learnt the recorder and this grant has funded PPG children to keep their recorders so that they can continue to play at home
    - Librarian has led the Spark book awards with PPG children as Ambassadors for the year groups. They have received the books to read and keep and have also incentivised their peers to read and engage with the books.
  5. 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.
    - The first inclusion coffee morning was successful with 34 parents attending. Parent feedback welcomed similar sessions and the parents valued the opportunity to meet a similar group of parents to network with for future support. For 2023 -2024 we will provide a range of sessions (at least one half term) with external speakers every half term. This will be promoted through the school newsletter as well as phone calls to those PPG families that we feel may really benefit.
    - 20 parents led a well attended session led by the Deputy head on supporting Phonics at home. The parents were able to access and use resources in Google classroom and the children joined them towards the end of the session so they were able to share home learning in Google classroom.
    - A TA and PPG parent have attended Early Bird training for 6 weeks every tuesday morning which has supported the parent and built links and communication between school and home
  6. 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.
    - CPD focus for teachers and support staff has been on identifying misconceptions, checking for understanding and adapting teaching.
    - Staff are effectively using Widgets to support SEND/EAL and PPG children by providing visual clues to support and scaffold writing
    - PPG children are a priority for reading with adults and the teacher
    - Support staff have received specific training on interventions to upskill and develop their knowledge and understanding in supporting children in maths and english
    - All staff have reviewed the curriculum with a focus on small step component knowledge and scaffolding learning for PPG children
  7. To achieve and sustain improved wellbeing for our disadvantaged pupils.
    - 22 PPG children have been receiving social and emotional support from the wellbeing team. The training of two members of staff has supported this.
    - Friendly Ferns has run 3x a week to support children who wish to build smaller social groups
    - Wellbeing practitioner has led on a parent workshop and is currently supporting families (parents) and children in school
    - Actions from the pupil survey related to Wellbeing are to be analysed and that will be a focus for the School council next year. Eduro produces an anonymous survey so it is not possible to filter PPG pupils, however a Google survey for PPG children next year can evidence pupil voice for our PPG children.

## 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
Times table Rock Stars
RM Maths
SCARF (PSHE)
Nessy
Edukey