

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	Ferncumbe CE Primary
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	12% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	S Morris
Pupil premium lead	H Reid
Governor / Trustee lead	Jo Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,414
Recovery premium funding allocation this academic year	£3335
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	£41,749

Part A: Pupil premium strategy plan

Statement of intent

At The Ferncumbe CE Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress
- To nurture our children's health and well-being to enable all to flourish.

We will ensure quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require most support, as research has proven that this has the greatest impact on closing the disadvantaged gap whilst at the same time benefiting all pupils.

We will provide pastoral support for pupils, identified by school as vulnerable or in need to enable them to be successful learners.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and nurture well-being.

Pupil premium funding will be allocated following a needs analysis which will identify priority groups and individuals. To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths.
2	Social, emotional and mental health needs.
3	Low attendance.
4	Less parental engagement.
5	33% of our PP children also have special educational needs (8/24)

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
Disadvantaged children make accelerated progress therefore increasing their attainment and closing the attainment gap. (See 22/23 data below)	Disadvantaged children make accelerated progress therefore increasing their attainment and closing the attainment gap.
Increased parental engagement in supporting reading and maths at home.	Improved basic numeracy skills. Accelerated progress in phonics & reading.
Pupils access early targeted interventions to prevent gaps developing.	Gap between PP and non-PP does not widen.
Pupils demonstrate greater resilience. Pupil surveys show that pupils feel safe and valued. Pupils aware of how to access support.	Sustained high levels of wellbeing demonstrated by: data gathered through pupils' wellbeing & parent questionnaire, Increase in Thrive % for disadvantaged
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Improved social skills, independence, perseverance, and teamwork are observed.

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)

RWInc online subscriptions: £1350 + £242 Total: **£1592**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching is a priority on SIP & PM target for all teachers.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. education/high-quality-teaching	1,2,4,5

<p>Developed through regular CPD & mentoring.</p> <p>Teachers to check-in 3x per lesson with PP.</p>		
<p>Phonic & reading workshops delivered to support parents in how to support their child with reading at home.</p> <p>RWInc website available for parents</p> <p>Additional 1 to 1 speech & Language, reading & vocabulary sessions</p>	<p>This supports reading at home and has improved parent and pupil engagement with home reading.</p> <p>Close monitoring allows early intervention.</p> <p>education/oral-language-interventions</p> <p>There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. Several studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>/early-years-toolkit/communication-and-language-approaches</p>	1, 4
<p>Enhancement of maths teaching & Mop up for maths in KS2</p> <p>Writing CPD</p> <p>Introduce 'Letter Join' handwriting scheme</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Revisit concepts if pupils not confident, in lesson, immediately after lesson and in early morning work</p> <p>Whole school approach and strategies to develop writing transcription and fluency to develop stamina. Pupil confidence developed through consistent approach.</p>	1,5
<p>Regular assessment points and 1:1 pupil progress meetings between teacher & HT ensures interventions are put in place.</p>	<p>Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful, and gaps are closed.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,5

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

Budgeted cost: £1873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted intervention	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
<p>6x per year RWInc assessment for personalised groups and targeted teaching</p> <p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>Targeted phonics groups and interventions have a robust evidence base indicating a positive impact on pupils, particularly from a disadvantaged background.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,4
<p>Purchase web based programs to be used in school and at home.</p> <ul style="list-style-type: none"> • Mathletics • Test Base 	<p>Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps</p> <p>education-evidence/parental-engagement</p> <p>Evidence that technology approaches are beneficial for writing and maths practice and engage pupils at home and in school.</p> <p>education-evidence/digital</p>	1,4, 5
Subscribe to STS to support specialist assessments and action planning.	<p>Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.</p> <p>High quality small group interventions</p> <p>education/oral-language-interventions</p>	1,2

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

Budgeted cost: £ (Thrive £4,303.45) (HR = £32,669) (Cultural Capital= £1312)
£38,284.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Lead employed for:</p> <ul style="list-style-type: none"> • Behaviour support • Expansion of Early Help as a tool to address poor attendance and social and economic stability within families • Emotional coaching sessions • Parental support and training • Mental Health leadership • Social & emotional skills development of pupils, families and staff • Promotion of pupil wellbeing • Mentoring and social skills groups • Targeted praise calls to parents and carers, proud notes, stickers home 	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>education/3-wider-strategies</p>	2,4
<p>Counsellor to support social, emotional and well-being.</p>	<p>Improve self -management of emotions and interaction with others. Has a positive impact on attitude to learning and social relationships which supports progress and attainment.</p> <p>Social and Emotional Learning.</p>	1,2 & 3
<p>Embed the Thrive Approach.</p>	<p>The staff have the tools and training to support children's social and emotional development which results in fewer disruptions in class and improved academic results.</p>	1,2 & 3

Regular 1 to 1 and group sessions with Thrive Practitioner.	Social and Emotional Learning.	
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Cost wrap around care for extremely vulnerable PP.</p> <p>Reduction in cost of trips for PP.</p> <p>Residential trip cost is reduced for PP</p> <p>Sports clubs promoted to PP are encouraged to attend.</p> <p>Forest School sessions for PP and vulnerable pupils.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>education-evidence/physical-activity</p> <p>Sports participation increases educational engagement and attainment.</p> <p>education/outdoor-adventure-learning</p> <p>Whilst the EEF outdoor adventure learning is inconclusive we have seen positive benefits on academic learning and self - confidence.</p>	3

Total budgeted cost: £41,749.45

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

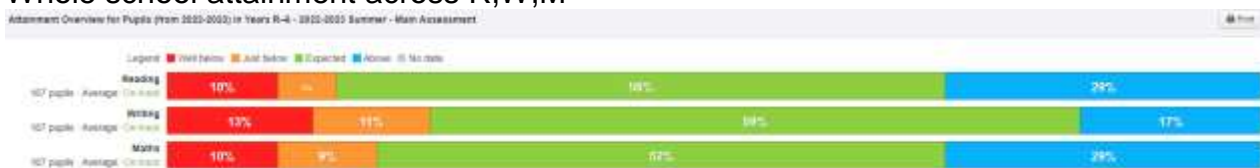
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching and Targeted academic support

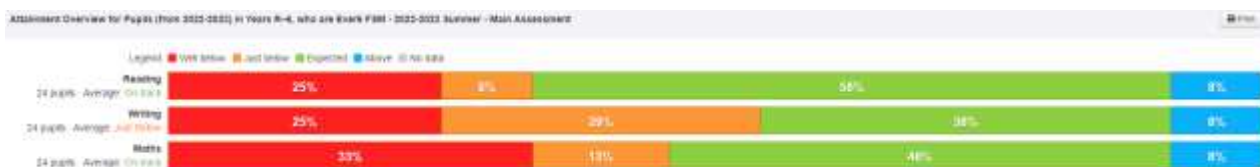
Impact

- ELG - Word Reading 67% of PP achieved the standard
- Year 1 Phonics 100% PP achieved the expected standard
- 2023 end of KS1 to end of KS2 progress data for disadvantaged shows accelerated progress - Reading +9.7, Writing +13.2, Maths +2.52
- 2022 –23 reading attainment is up 9% for disadvantaged and 5% non-disadvantaged
- 2022 –23 writing attainment up by 4% for both disadvantaged and non-disadvantaged pupils

Whole school attainment across R,W,M



PP attainment across R,W,M



Wider strategies

Impact

- 69% of PP receiving SEMH support of varying levels
- Improved confidence, mental health and well-being as evidenced through a variety of measures including attendance and Thrive data
- 33% of PP are SEND.
- Rigorous monitoring and a wealth of strategies to support PP attendance has seen improvement year on year. For example, 1 KS1 PP pupil's attendance increased from 94% to the school target 97%. A KS2 pupil joining in Y4 increased their attendance from 83% to 94%.
- Current in year data shows a continuing improvement
 - Autumn 1 2023 29% below 90%
 - Autumn 1 2022 39% below 90%
- Pupils' lives are enriched, and confidence developed during residential, visits and other enrichment activities.

- Risk factors reduced and safety and physical/mental health improved. Evidenced through CPOMs data, after school and club attendance registers and leaver surveys.
- PP/SEN representation on school council giving vulnerable learners a voice, with the creation of a specific safeguarding role for Year 6.
- Sports funding to encourage girl participation – football coach, cross consortium sports festival, early morning gymnastic club. 75% of pupil premium children are girls. KS2 girls football team is performing at the top of their league.
- 12% improvement on SDQ scores as a measurement of children’s wellbeing for those involved in SEMH interventions.
- Parent engagement with all Early Help parents having attended school celebration events and volunteered either in school or on a school trip.
- Pupils feel supported by the school’s restorative approach and have a toolkit to manage emotions. No fixed exclusions since 2015. No PP pupils subject to temporary suspensions. All PP pupils in Y5 represent the school as Friendship Ambassadors.