

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Ferham Primary School
Number of pupils in school	228 (Whole School) 195 (F2 – Y6)
Proportion (%) of pupil premium eligible pupils	52.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	LGB
Pupil premium lead	V Fenton (Headteacher)
Governor / Trustee lead	M Janvier (IEB Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,430.00
Recovery premium funding allocation this academic year	£7,975.00
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	£134,405

Part A: Pupil premium strategy plan

Statement of intent

Many pupils at Ferham Primary School are eligible for PPG (52.3%) ; the majority of pupils (69.2%) have English as an Additional Language (EAL) and a significant proportion (24.6%) have Special Educational Needs (SEND). The percentage of our pupils who are eligible for PPG and EAL and SEND is 11.7% which places them at considerable disadvantage.

We will use PPG and Recovery funding to meet the needs of all pupils so that they make rapid and sustained academic and well-being progress from their starting points in order to close the gap between themselves and less disadvantaged peers locally and nationally.

Challenges

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

Challenge number	Detail of challenge
1	SEMH (social, emotional and mental health) needs are significantly lower than national peers for the majority of pupils (Pupil Premium and non-Pupil Premium eligible)
2	Communication, interaction and engagement skills are significantly lower for the majority of pupils on entry (Pupil Premium and non-Pupil Premium eligible)
3	Literacy and Numeracy skills are significantly lower for the majority of pupils on entry (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' specific needs
4	Children who fall into more than one vulnerable group have more complex barriers to be addressed.
5	Attendance is generally low for specific groups within EAL group and we have high PA
6	Consistent parenting of children in terms of attendance, learning and SEMH needs.

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
<i>Challenge 1: Social, emotional and mental health Support for targeted children to enable readiness for learning</i>	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
Challenge 2: By the end of EYFS, pupils will reach a Good Level of Development.	In CLL, the gap between pupils who are not eligible for PPG and those who are is narrowed.
Challenge 3: At key points (F2, Y2 and Y6) increasing numbers of pupils meet ARE.	In English (Reading and Writing) and Maths, progress is rapid and sustained so that more PPG –eligible pupils achieve in line with their non-eligible peers.
Challenge 4: Needs are met; pupils make progress.	The collaboration of highly-skilled practitioners means needs are met, enabling pupils to make demonstrable progress from their starting points.
Challenge 5: Attendance of PPG-eligible pupils is in line with the school target of 95%	The attendance on PPG-eligible pupils will meet the school target of 95%.
Challenge 6: Strong partnerships between school and home.	Parents support children to read at home and heed advice from school and other agencies to ensure their children thrive.

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: £34,206.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH Training for all staff</i>	Evidence shows that children can only learn, when they are ready for learning. We need to support that children's basics needs are met so that they can engage with learning.	1, 6
<i>Ark Training for all staff to support teaching of Maths</i>	Ark is supported by EEF and is used by schools from the Teaching School who are supporting the development of Ferham whilst we are in Special Measures. Ark is as a scheme to enhance teaching of Mastery Maths.	3, 4
<i>Regular coaching and CPD for staff .</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority including CPD. Sutton Trust states that QFT has direct impact on student outcomes.	2, 3, 4
<i>EAL training to support those children who have EAL and additional barriers</i>	We have high numbers of EAL pupils and are working with the EAL hub to ensure that school staff are clear about the EAL barriers and how to reduce/remove the EAL barrier and also how to spot additional barriers with EAL learners.	1, 2, 3, 4, 5, 6
<i>SEN training to ensure that specific elements of SEN are being met to enable effective learning e.g. Speech and Language</i>	Bespoke training from SLE SENDCo, Learning Support Service and S&L service to ensure that staff are equipped with the knowledge and materials to support SEN to access learning. Previous support has enabled evidence of increased progress.	3, 4

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching for all pupils</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority including CPD. Sutton Trust states that QFT has direct impact on student outcomes.	1, 2, 3
<i>CPD for all TAs to upskill team to ensure focus is on effective learning</i>	EEF and evidence from 'Making Best Use of Teaching Assistants' shows that by investing in CPD for TAs supports whole school improvement and progress of children.	1, 2, 3
<i>Targeted phonics and Maths intervention from a Teacher in KS1 to narrow gap to ARE</i>	EEF guide to pupil premium – targeted academic support	2, 3, 4
<i>Bespoke 1:1 or small group interventions will happen in all Y1-Y6 classes</i>	EEF guide to pupil premium – targeted academic support	1, 2, 3, 4
<i>1:1 SEMH support for targeted children from Care Team</i>	Evidence from SEMH school Springwell, states that by supporting children to self-regulate will enable them to engage in learning. EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1
<i>Small group focused activities with the teacher to accommodate personalised learning</i>	EEF guide to pupil premium – targeted academic support.	1, 2, 3
<i>Speech and Language (S&L) Neli programme in F2 and continued in Y1 to accommodate for COVID missed sessions</i>	EEF oral language interventions consistently show positive impact on learning.	1, 4

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

Budgeted cost: £64,198.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full time Attendance and Communication Champion to ensure that children are in school to be able to learn</i>	For children to benefit from all that a school offers, they have to attend school – and daily. Since prioritising Attendance following JMAT involvement with the school, attendance has increased from 91% to 96%. This is due to the rigour of the Attendance Champion. This role is vital.	1, 5, 6
<i>Full time Care Team Champion to lead on Inclusion and SEMH support to target specific children and families</i>	According to the EEF toolkit, behaviour interventions have a positive impact. Here at Ferham, we know that poor behaviours and poor learning behaviours are a barrier to learning.	1, 2, 4, 5, 6
<i>Full time EAL and Community Champion to be a vital link between home and school community. Liaise with Care Team and Attendance Champion to ensure effectiveness. Encourage EAL children to access extra – curricular activities</i>	Prior to JMAT involvement we did not have a member of staff who could speak Roma (we have high numbers of Roma). Since this role we have evidence of increased involvement from the Roma community including wearing uniform, attendance in school and at extra curricular activities.	2, 4, 5, 6
<i>Cultural capital experiences promoted in the curriculum</i>	Now Press Play	2, 3, 4

Total budgeted cost: £ 134,405

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 2021 to 2022 academic year and should be read in conjunction with EEF's recent [report](#) which states that *“the findings add to a heavy body of evidence telling us that socio-economic inequality in education – already entrenched before the pandemic – has grown. Schools are doing – and have done – a lot to mitigate against this, but it would be naïve of us not to recognise that factors outside of the school gate – such as widening poverty – also play a significant part in the widening attainment gap.”*

Teaching: targeted CPD and coaching around SEMH, EAL, SEND and subject knowledge

Strengths: SEMH support has improved resulted in 95% pupils saying that they enjoy learning in our pupil survey (Nov 22). These improvements in our SEMH provision mean that behaviour incidents in school from the same time period of the 20-21 academic year have decreased by 33%.

Making a strong start in foundation to achieve a Good Level of Development remains a priority in school. 20% of the pupils in F2 joined the school mid-year with us being their first ever educational establishment. At the end of F2 in Summer 2022 the percentage of pupils achieving GLD was 50% with another 20% almost achieving it. NELI was replaced by Wellcomm which has impacted positively. Assessments show children who entered the programme in Summer 2022 have all made progress. Out of the 9 children on the programme 4 are now age appropriate, 2 children have moved up two age brackets, 1 child has moved up three age brackets, 1 child has moved up one and one child has stayed in the same bracket but scored higher.

Areas for Development: plans are already in motion to establish a language acquisition group for International New Arrivals in KS1 and KS2

Targeted Academic Support: 1:1 phonics tuition, Maths boosters, CPD for Support Staff

Strengths: Attainment and progress are beginning to show green shoots at Ferham now that pupils benefit from a sequential and cumulative curriculum which is underpinned by strong baselining and bespoke support. Here are some examples:

Pupils now make progress from their starting points with the impact of 1:1 Phonics Tuition showing that typically “stuck” pupils have accelerated their acquisition of sounds by a staggering 166%. NTS test in Mathematics show that Number and Calculation is – for the vast majority of cohorts – improving. With the introduction and consistent application of SSP, increasing numbers of pupils are cracking the phonics code.

Mathematics NTS from Autumn 2021 to Autumn 2022		
Current Year Group	Improvements in Number	Improvements in Calculation
2	190%	369%
3	31%	100%
4	17%	-30%
5	2%	3%
6	7%	-34%

Current Year Group	Pupils who cracked the phonics code during 21-22
1	
2	14
3	5
4	8
5	5
6	4

Areas for Development: Maths baselines need to be devised and implemented on entry to ensure teaching narrows the gaps between disadvantaged pupils and non-disadvantaged peers in the light of [EEF Findings](#) that: “For maths, the proportion of very low attainment in Year 2 more than doubled from 2.6 per cent before the pandemic to 5.5 per cent in spring 2022. For Year 3 pupils, the increase was less pronounced, rising from 2.5 per cent to 3.9 per cent.” develop an effective system to ensure pupils leaving Phonics read at an age-appropriate fluency level in the light of [EEF findings](#) that :“For Year 2 pupils, the proportion of very low attainers in reading more than tripled from 2.6 per cent before the pandemic to 9.1 percent in spring 2022. For Year 3 pupils, the proportion more than doubled from 2.5 per cent to 6.5 per cent.”

Wider strategies: Attendance Champion, EAL Champion and Pastoral Lead

Strengths: the work of our EAL Champion, Safeguarding Champion and Pastoral Lead are strengthening connections between our school and wider community. Parent/Carer and teacher meetings were attended by 69% of families and increasing numbers are joining us for celebrations assemblies on Fridays.

Parent/carers of EYFS children are becoming more involved with the school to support their children’s learning.

Nursery Communication and Language Workshop	Nursery Stay and Play (Library launch and Nursery Rhyme	Nursery Parent’s Evening	FS2 Phonics Workshop	FS2 Parent’s Evening
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(Nursery Rhymes)	Week Performance)			
57%	62%	87%	64%	79%

Attendance remains a priority: 21-22 was in line with National Average at 91% with negligible difference between pupils in receipt of pupil premium and those not.

21/22 Attendance Data by group

	Number of children	Pupil Premium	Not Pupil Premium
Y6	27	90.19%	91.60%
Y5	29	92.16%	91.99%
Y4	26	95.46%	91.05%
Y3	29	88.57%	90.80%
Y2	29	93.07%	92.95%
Y1	29	89.60%	87.61%
F2	30	73.51%	88.22%
Total	199		

All meetings to support Safeguarding and vulnerable pupils are attended.

Areas for Development: from November 2022, we embark on the 5 Foundations of Attendance Framework; re-establish Community Cafes in partnership with Rotherfed: develop a menu of visitors (virtual or in-person) to equip pupils with the skills and knowledge to keep safe in contextual safeguarding situations; ensure Therapy Suite has impact of behaviour and well-being.