



Pupil Premium 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	The Ferns Primary Academy
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	52%
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	December 2024
Statement authorised by	J Rogers
Governor / Trustee lead	K Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,115
Recovery premium funding allocation this academic year	
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	£ 77,115

Part A: Pupil Premium Strategy Plan - Statement of Intent

School Context

The Ferns is located in the Farnborough, in the north-east of Hampshire. The school is a one form entry primary with mixed year 1/2 and 4/5 classes. Intake is primarily from the local catchment area with children from both the Fernhill and Cherrywood catchment areas. These are identified as being highly deprived areas.

Our goal is to ensure that our learning community develops the skills and mindset to thrive and take on the world as respectful, kind, well rounded citizens. We aim for all children, regardless of their socio-economic background or experiences, to achieve positive outcomes academically, socially and emotionally. We aim for all children to develop our school values of **courage, confidence, curiosity and co-operation** by building resilience and self-esteem so that all children can thrive and barriers are eliminated. The intention is to close the gaps between disadvantaged pupils and the rest of the cohort so that progress is accelerated. Our strategy is underpinned by this moral purpose and is a whole school approach.

We aim to achieve our goal through high quality teaching across the school, where all staff make good use of assessment to ensure that gaps are closed. Research shows that this is the most important factor in the achievement of all pupils, especially those from areas with a high deprivation indicator. We want all children to receive and access our ambitious curriculum. We intend to provide targeted ELSA / Thrive support and wider social and emotional support through a range of personalised and whole school activities. Enrichment activities will be embedded in the curriculum to raise aspirations and develop children's understanding of the world.

We recognise that there is established link between the home learning environment at all ages and children's performance at school and therefore aim to engage with and support our parents and families in supporting their children.

We have identified that attendance is a high priority. Only when children are in school and accessing the curriculum, will we be able to achieve our goal to remove barriers and achieve positive outcomes.

All staff will be responsible for ensuring all our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

We will:

Provide high quality teaching, effective feedback and targeted interventions

Professional development for staff to ensure high quality teaching

Improve oracy and vocabulary skills

Improve access to wider opportunities, for example by paying for activities, educational visits and residential if appropriate. Ensuring children have first-hand experiences to use in their learning in the classroom.

Provide focused well being support for all and targeted support where needed to meet the social and emotional needs of children, including through whole staff training in Thrive and the use of specialist Thrive practitioners.

Develop effective home school links so that all are engaged in the learning

Challenges

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

Challenge number	Detail of challenge
1	On entry and in school data indicate language and communication skills amongst disadvantaged pupils are significantly behind age related expectations.
2	On entry data indicates low attainment on entry to the Early Years Foundation Stage in all areas and in particular with social and emotional, and literacy skills
3	More frequent behaviour difficulties and SEMH need; low self-esteem, poor resilience and lack of support from home
4	A number of our pupil premium cohort have attendance and punctuality issues
5	Social and Emotional and mental health needs in family lives and Social Service involvement which impacts on their well-being and learning. The pandemic resulted in a greater number of children needing support with their mental health and an increase in the number of referrals made to outside agencies. We need to foster a positive attitude to learning, positive self-esteem, good levels of resilience and emotional intelligence.
6	Deprivation in the local area increases the barriers and challenges faced by children and their families. They have more limited life experiences and aspirations. There are also challenges to physical health as a result of food poverty.

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
Attainment levels improved and more in line with national expectations for Reading, writing and maths	<p>More children will achieve age related expectations.</p> <p>All teachers confident using a mastery approach in maths</p> <p>All teachers using a Talk for Writing approach</p> <p>All staff confident in the teaching of phonics (ELS) and reading</p> <p>Progress is rapid and is evidenced in books, observations and ongoing assessment</p> <p>Improved combined % ARE / SS for pupils</p>
Improve phonics and reading; gaps in language and communication skills minimised rapidly in Year R	<p>Classrooms are a language rich environment and high-quality teaching supports oracy and vocabulary development.</p> <p>Children will read with greater confidence and reading for pleasure will be promoted.</p> <p>Year R data for disadvantaged children demonstrates gaps are narrowed</p>

Children become resilient learners able to persevere at challenging tasks and able to recognise and appreciate their effort and progress	Children speak positively about their learning, identifying characteristics of good learners and are able to identify their strengths and areas for development Children value their work and this is evidenced in presentation
Attendance and punctuality are above expectations and children arrive ready to learn.	Attendance rate for all groups is 96%+
Teaching and learning occurs with few interruptions due to behaviour	Behaviour in school is very good with few incidents of low-level disruption
Pupils emotional needs are supported so that they are able to engage in their learning and behavioural incidents are reduced	A Thrive approach is implemented throughout school. ELSA and nurturing provision will build self-esteem and promote positive attitudes to learning. Families are supported and links fostered through Family Support Workers, Kite Hub and parental support
Children have a greater understanding of the world around them enriched by a variety of experiences	Curriculum includes a wide range of opportunities for enrichment including visits, visitors and experiences. Additional opportunities for swimming lessons are available for Year 2 and above. Children are excited by the curriculum (evidenced through pupil book studies.)

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: £ 16,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Consistent approach to phonics embedded across the school (ELS)</i>	EEF guidance on literacy development - https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1 Recommendation 3 Strong evidence to suggest oral language interventions have a high impact	1
<i>Reading training (PD meetings)</i>	EEF guidance on literacy development KS2 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2 Recommendation 2 & 3	1

<i>Development of high-quality dialogue</i>	EEF guidance on literacy development KS2 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2 Recommendation 1	1
<i>Improve progress and attainment in mathematics</i>	EEF guidance on Improving Mathematics in Early Years and KS1 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3 EEF guidance on Improving Mathematics in Early Years, KS1 and KS2 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1 All Recommendations The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches:	3
<i>Develop Talk for Writing approach to writing</i>	Identify training needs. Writing planning will be completed by staff trained in TfW approach. Director of Education to oversee development of curriculum and implementation of writing approach. Evidence indicates collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem solving are developed. The writing scheme selected builds on these principles	1,2,3
<i>Improve Parental Engagement - Maths / English packs & workshops; IT skills workshops</i>	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement EEF guidance on effectiveness of Parental Engagement Strategies The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Promote attendance of families at parent evenings so that they can fully engage with the learning of their child (Phone calls and additional meetings)	5
<i>High quality teaching & feedback marking</i>	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback Ofsted Inspection Framework Work within school and across the Trust will ensure that all staff are confident in what constitutes high quality teaching. Director of Education to oversee PD for staff and quality of education. Role of Teaching and Learning lead developed and given high profile. Evidence indicates that this is an essential lever to help improve pupil attainment. High quality teaching ensures long-term retention of knowledge.	2,3

<i>Support staff will increase skill level to support children and deliver interventions</i>	<p>EEF Effective Professional Development and Making the Best use of Teaching Assistants</p> <p>High quality staff PD is essential and is planned to be delivered by the Trust. Support staff to attend training sessions, focused on specific areas that have been identified to support the children they work with.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training staff to deliver targeted interventions: NIM, Number sense (or equivalent); for speech and language – Elklan and Talk Boost</i>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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 impacts on reading:</p>	1.2
<i>Implementation of KS2 ELS programme</i>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p> <p>Recommendation 5</p>	2
<i>LSA support (closing the gap) and booster groups</i>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>Evidence shows a positive impact of interventions delivered through the targeted deployment of LSAs, where they are trained to deliver an intervention to small groups or individuals. Also, positive impact of small group tuition</p>	1,2,3
<i>Team Teach training for all staff</i>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</p> <p>Staff will have the confidence and skills to de-escalate situations and support children in their self-regulation.</p>	3

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

Budgeted cost: £ 43,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA provision and Thrive Provision</i>	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Having regular ELSA / Thrive input helps children to develop self- awareness, regulate their emotions and be able to cope with social and emotional challenges that may affect their learning. Children learn better in school if their emotional needs are meet. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective ELSA sessions can lead to learning gains of +4 months over the course of a year. Whole staff trained in Thrive approach.	3,4,5
<i>Range of after school clubs, such as judo and dance</i>	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf Nuffield Research into After school clubs found taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.	3,5
<i>Welfare Officer to monitor and improve attendance</i>	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrenslife-chances Research shows that attendance is an important factor in pupil achievement. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance. Targetting of PA.	5
<i>Family Support worker involvement and parenting classes</i>	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrenslife-chances The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Kite FSW have a positive impact by supporting families to engage with their child’s learning journey	5
<i>Trips, visitors, experiences (including Y6 residential)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities	1,3,5
<i>& workshops</i>	beyond school. School trips are a way of enhancing the learning process and broadening our pupils’ life experiences.	<input type="text"/>

<i>Breakfast Club provision (inc. breakfast)</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast EEF Magic Breakfast evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Evidence also suggests pupil behaviour, as measured by a teacher survey, improved in breakfast clubs schools.	3, 5
<i>Behaviour and Anti bullying training</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF research indicates both targeted interventions and universal approaches have positive overall effects (+ 4 months). PD provided for staff	3,5
<i>Subscribe to Hampshire library service and develop use of school library</i>	As some children have limited resources at home, this gives access to a wide range of current books (including online) which promote a love of reading. https://literacytrust.org.uk/research-services/research-reports/understanding-impact-and-characteristics-school-libraries-and-reading-spaces/ The review found that there was evidence of an association between school library use and reading attainment. For children receiving free school meals, library users in this group showed higher reading enjoyment, increased reading and writing for pleasure, and tended to read and write a greater variety of material relative to non-library users.	1
<i>Contingency fund for identified issues (e.g. cool milk, uniform)</i>	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.	5

Total budgeted cost: £ 78,485

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.

Evidence shows that behaviour has improved during the course of the year. Children with a range of social and emotional needs are supported both in class and in smaller tuition groups. The implementation of Zones of Regulation, additional training on Team Teach and ACES has enabled staff to develop their understanding and skills in how to support learners.

Academic progress has remained low, despite the successful implementation of a validated phonics scheme. A new curriculum has been introduced and closing these gaps remains a key priority for the year.

In 2022/2023, the curriculum for all year groups included at least one external visit and pupil premium children were enabled to attend trips, with financial support where needed. This included the Year 6 residential trip in January 2023. Pupil premium children were also invited to join in with after-school clubs and activities. Previously, all children were not able to participate. Financial support was given to families in need and where transport was not available to alternative provision.

Attendance rates for disadvantaged pupils (87.5%) remain a focus as they were lower than for other pupils. The Welfare officer continues to monitor closely and works with parents to promote improvement.

The Kite Family Support workers have continued to support families. During the year, 25 cases were open and 5 come and ask sessions were held.

Parent conference sessions were attended by all pupil premium families. Additional meetings were arranged if they were not able to attend initially.

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
TTRS	Maths Circle
Nessy	Nessy Learning
IXL	IXL learning
Jigsaw	Jan Lever Group
Oxford Owls online	Oxford University Press
ELS	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	