

PUPIL PREMIUM STATEMENT



THREE YEAR PLAN
DECEMBER 2022

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	Ferndown First School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Sean Watts Headteacher
Pupil premium lead	Caroline Cload, Inclusion Lead
Governor / Trustee lead	Lif Bishop, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,935
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	£105,085

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading and writing than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading. The Year 3 cohort for the current academic year have been particularly affected.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during and after the pandemic. In January 2023, 34 pupils (17 of whom are disadvantaged) are receiving small group or one to one interventions for social, emotional and mental health concerns.</p>
5	Our observations and discussions with pupils and families show that an increasing number of families require support with parenting. An increasing number of parents are reporting struggles with behaviour management at home. This is occurring both where school sees similar behaviour and where school has not observed any behavioural needs.
6	Our attendance data over the last three years has been impacted by Covid absence. Pre- pandemic (18-19) the gap between disadvantaged pupils was 1.7% lower than for non-disadvantaged pupils, following a concerted effort to reduce this from 4% in previous years. In the academic year 2021-22, attendance for disadvantaged pupils was 90%, compared to 93% for non-disadvantaged pupils. In the same academic year, 48% of disadvantaged pupils were 'persistently absent' compared to 22.7% of the overall cohort.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	By 2024/25 PP children will attain in line with either EYFS, KS1 or KS2 national reading attainment for Pupils eligible for PP funding. Across the school, the gap between PP and non PP children will narrow through raised PP attainment.
Improved writing attainment among disadvantaged pupils	By 2024/25 PP children will attain in line with either EYFS, KS1 or KS2 national writing attainment for Pupils eligible for PP funding. Across the school, the gap between PP and non PP children will narrow through raised PP attainment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in the number of children requiring additional support and intervention for social, emotional and mental health needs. • A reduction in the number of parents requiring referral to a parenting course such as Incredible Years.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being 97.5%. • The gap between attendance of disadvantaged and non-disadvantaged pupils to reduce by 1%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £ 15,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as NFER, Dynamo.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Specialist Speech and Language Teacher to lead provision for oral language across the school and to train staff on how to support children with speech and language needs. Ongoing management and training related to the purchased schemes 'Language Link' and 'Speech Link'.</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Support children as they transition from EYFS to Year 1 and from Year 4 to Middle School. Ensure disadvan-</p>	<p>The EEF recognises that both transition across schools and across phases can be a delicate time for children, where extra support can</p>	1,2,3,4

<p>taged children receive additional transition support and visits to their new setting.</p>	<p>benefit them to settle and make quicker progress.</p> <p>The pandemic has exacerbated this need for thorough transition by giving children less time in school to prepare for the move.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£53,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching Assistants across the school to lead Speech and Language interventions such as Wellcomm, Speech Link, Language Link and SALT targets.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics and reading sessions targeted at disadvantaged pupils in Y1 who require further phonics support, delivered by a qualified teacher 4 times per week.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Additional reading, sessions targeted at disadvantaged pupils in Y2-4 who require support to close gaps, delivered by an additional TA.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Targeted interventions addressing specific gaps in learning for disadvantaged pupils as they arise e.g. Colourful Semantics, phonics, maths, spelling.</p>	<p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Tracking evidence from the school has been used strategically to ensure that the most suitable and effective interventions are used in the school.</p>	<p>1,2,3,4</p>

<p>Same day intervention for disadvantaged children identified as requiring additional support to make progress across the curriculum.</p>	<p>EEF materials indicate that timely specific feedback upon which pupils can act as a means to improve their work has high impact (+8 months) for low cost. This can be in different forms including verbal and written. Same day intervention allows teachers and pupils to enact upon this feedback immediately, being ready for the next session.</p>	<p>1,2,3</p>
<p>Pre-teaching for disadvantaged children to learn vocabulary needed to access the curriculum.</p>	<p>EEF materials indicate that small group tuition enables the teacher to focus exclusively on a small number of learners where needs can be more personalised and provided for. Pre teaching increases the children's confidence to participate in sessions leading to greater collaboration and rehearsal of language.</p>	<p>1,2,3,4</p>
<p>Two qualified ELSAs provide regular targeted emotional literacy support to children identified as requiring support with their social skills, emotional wellbeing and mental health.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Toolkit - Social and Emotional Learning</p>	<p>4, 5</p>

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

Budgeted cost: £ 37,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead staff member trained in Therapeutic Thinking, leading to whole school INSET training and behavior policy revision.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
School Support Worker to monitor attendance weekly and bring issues to the attendance leader's attention. To work with specific families to increase attendance.	Principles of good practice set out in the DfE's Improving School Attendance advice. It is widely recognised that children need to be in school in order to access learning and make progress. Prolonged absence has wider impact on pupils such as lowering self-esteem which in turn impact upon attainment and progress.	6
Run a Breakfast Club	This provides children the opportunity to eat a full meal close to the start of the school day and have a settled start in school before the majority of the children arrive. This not only supports their learning but impacts upon their attendance. Where appropriate, staff target additional reading and literacy support during this time.	2,3,4,5,6
Implementation of pupil passports for children eligible for PP funding. Staff meeting and planning time for teachers to create these for individual pupils.	It is widely recognised that putting disadvantaged children at the forefront of teachers' minds when planning and marking is beneficial to their progress. Passports or profiles for these children will help to raise their profile and ensure all staff working with them are aware of their needs and barriers.	1,2,3,4,5
Uniform Grants	This funding is to enable disadvantaged children to buy new uniform from the school shop. This impacts self-esteem and ensures all wear the correct uniform and feel part of the school community.	

Funding for school trips to enable disadvantaged pupils to attend	Disadvantaged children are less likely to have experienced the wider opportunities that their advantaged peers have, and consequently have a cultural capital deficit. We want to ensure that cost is no barrier to our disadvantaged children accessing school trips and wider opportunities.	All
Train two additional staff members to deliver the Incredible Years parenting course	The EIF has also evaluated the School Age Basic Parent Training Program, and has been rated as Level 3+. This means the program can be described as evidence-based: it has evidence from at least one rigorously conducted RCT or QED demonstrating a statistically significant positive impact on at least one child outcome.	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 105,391

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.

We aimed to improve oral language skills and vocabulary among disadvantaged pupils.

In EYFS our Wellcomm assessments, interventions and whole class teaching addressed language gaps for disadvantaged pupils at all levels of attainment. Across the school the new Speech Link and Language Link programmes were implemented to tailor speech and language support to each pupil based on their own needs identified by the initial assessment. The assessment information from these programmes has also been used as evidence to support referral to external professionals for speech and language needs where appropriate. All classes have implemented 'Words of the Week' to promote new language learning, and all writing lessons across the school feature specific teaching and discovery of new vocabulary. Monitoring of writing showed this wider vocabulary beginning to show in children's independent writing and this focus will continue in our current strategy.

We aimed to improve reading and writing attainment among disadvantaged pupils.

Nationally, 62% of disadvantaged children achieved the expected standard in the Year 1 phonics check, compared to 76% of disadvantaged children within our school. This success was supported by our investment in additional one to one reading and phonics tuition for Year 1 pupils. In Summer 2022, 60% of disadvantaged children achieved the expected standard or above in reading, compared to 79% of non-disadvantaged children. In writing, 37% of disadvantaged children achieved the expected standard or above, compared to 63% of non-disadvantaged children. We have identified writing as a key focus on our School Development Plan and will continue to focus on PP attainment and progress in this area.

We aimed for overall attendance of pupil premium children to improve and for the rate of persistent absence to decrease.

This is a long-term target and we are still a way from achieving this. Our school support worker has worked closely with disadvantaged families to support them to improve attendance and to encourage them to engage with the local authority attendance officer through meeting and personalised attendance plans.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.