

Pupil premium strategy statement – Sir Henry Fermor C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25 until 27/28
Date this statement was published	31/12/2024
Date on which it will be reviewed	31/12/2025
Statement authorised by	Mrs V. Edwards Headteacher
Pupil premium lead	Mrs B. Piper
Governor / Trustee lead	Mrs E. Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,442
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,442

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are known, loved and valued. Our expectation is that the pupils at Sir Henry Fermor 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, such as those who have a social worker and young carers. We intend to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research demonstrates that this has 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 promoting pupil wellbeing including our commitment to Therapeutic Thinking and the ELSA support which we offer. 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 high expectations are held for all pupils, including those who are disadvantaged
- identify needs at the earliest possible time and act upon them effectively
- 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	Language development and oracy. Assessments and observations have identified that many of our children are experiencing significant gaps in their experiences, oracy, vocabulary and self-esteem. Children are being identified in Early Years and Key Stage 1 with significant language delays which is then impacting on other areas of their learning.
2	Early reading and Phonics. The Key stage 1 Phonics assessment identifies that there is an attainment gap between Pupil Premium pupils and non-Pupil Premium pupils. Through pupil voice and engagement in reading it has also been noticed that many of our pupils, including those that are disadvantaged, do not have a love or enjoyment for reading. As a school we need to develop the knowledge of children's literature displaying these in effective, dedicated reading environments.
3	Whole school writing. Internal and external assessments have shown that the gap is closing between our Pupil Premium pupils and non-pupil premium pupil attainment in writing, however only 60% of all our pupils are leaving Sir Henry Fermor at the expected level for writing. As a school we need a cohesive, research-backed approach using high quality texts and linking to the pupil's oracy to ensure the data shows higher numbers of pupils leaving year 6 at the age-related expectation.
4	Adaptive teaching. Observations, book scrutinies and discussions with staff have shown that teachers are not all consistently adapting the curriculum for their vulnerable pupils. This has been particularly noticed in observations of English lessons and through looking at the children's learning. Due to teacher lack of confidence to adapt, many children are being taken out of lessons for interventions. Teachers need to become braver with adapting the learning rather than trying to differentiate lesson-by-lesson.
5	Early years. Last year's data indicated that Good Level of Development is significantly lower for our Pupil premium children - 40% for Pupil Premium pupils and 80% for non-Pupil Premium. Staff need to be clear and have clarity on what the core curriculum skills are for Early Years. More training will be required for new initiatives and transitioning our Early years pupils to Key stage 1.
6	Fluency In maths. Through observations and in house assessments, it has been noticed that some children, including some who are disadvantaged, have a barrier with Mathematical fluency. Children are not always able to explain their understanding of Mathematical concepts and then can not apply these to other areas.
7	Persistent absentees. Although the school's data shows that attendance is predominantly good, there are still discrepancies with Pupil premium pupils and persistent absences. 25% of Pupil Premium pupils are persistent absentees in comparison to 16.4% of non-Pupil Premium Pupils.

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
1-To achieve greater wellbeing within disadvantaged pupil groups, with the provision of opportunities and experiences to develop oracy and language skills.	• An increase of the take up on extra-curricular clubs for disadvantaged pupils. Through the wide range of clubs offered throughout the school day as well as after school. • Children who are disadvantaged will continue to have access to Red Butler Music Service 1:1 instrumental sessions. • We will support the allocation of PPG funding for families who may need support with accessing curriculum offsite activities, such as trips. • Pupils will have access to visitors throughout the school year to enhance the curriculum. This will include visitors for worship, wellbeing activities and for specific curriculum areas. • Speech and Language needs will continue to be provided for across the school to promote oracy and support development. • Access to ELSA support for those children identified with a SEMH need.
2-To improve pupil progress in KS1 phonics within disadvantaged pupil groups. To create a love of reading in all year groups.	• The gap between PP and non-PP pupils in 'working at' in the Year 1 Phonics screening test will have reduced. Pupils will make consistent progress with their phonics from Reception through to Year 2. • Phonics programmes will be delivered consistently and through Quality First Teaching. • There will be opportunities for overlearning and rehearsal of phonics skills throughout YR, Y1 and Y2. • Reading spines will be carefully researched by our English and EYFS lead. These will be evaluated before implementation and will support whole school Phonics skills acquisition. • Clear communication between school and home will enable pupils of all backgrounds to engage with these quality texts. • Reading environments will display high quality, age-appropriate literature and will be engaging for all pupils.

3-To improve pupil progress in all year groups and especially at the end of Key Stage 2 for writing.	• A greater percentage of children will leave Sir Henry Fermor at the age-related expectation for writing. • A cohesive English curriculum will be implemented. • Research backed CPD for all staff to improve teachers' confidence when adapting teaching and learning for vulnerable pupils. • A consistent approach to writing will be delivered across the school. • Rich texts will be used as stimuli for writing • A talk-for writing approach to be used across the school. • Develop the understanding of drawing club for Early Years.
4-To develop the use of adaptive teaching in all curriculum areas.	• Vulnerable pupils will make greater progress. • Vulnerable Pupils will be in less interventions outside the classroom. • Interventions will be streamlined and purposeful. • Less need for interventions outside of the classroom. • Teachers will feel confident with adapting learning.
5-To close the gap between Pupil Premium and non-Pupil Premium pupils gaining Good Level of Development at the end of Early Years.	• More Pupil Premium Pupils gaining Good Level of Development. • Strong leadership for Early years offering support to the teachers. • Training to gain a better understanding of the core skills for early years. • New initiative being used to support language and reading engagement. • Less pupils transitioning to Year 1 lacking foundational skills such as letter formation, sharing and turn taking.
6-To improve fluency skills in maths	• More pupils will achieve age related expectation in maths. • The gap between Pupil Premium and non-Pupil Premium pupils will close. • Children will feel more confident with their learning. • Teacher's will gain greater confidence with teaching a mastery flow approach to maths.

7-To reduce the number of persistent absentees, in particular those persistent absentees who are disadvantaged.	• The percentages of persistent absentees who are disadvantaged pupils and non-disadvantaged will decrease. • Children will have a more positive view of school. • Children will be willing, proud and happy to attend Sir Henry Fermor, this will be shown by their demeanours and participation in a variety of opportunities offered at school
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on the synthetic phonics programme TAs employed to help deliver high quality phonics in Early years and KS1	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. Phonics EEF	2,5
Reading and English leads to develop a reading spine	Enjoyment of reading has shown greater progress in many curriculum areas as well as a development of vocabulary Getting all pupils reading – Ofsted: schools and further education & skills (FES)	2,3,5
Training and support for Early years teachers	Ensuring the fundamental skills are taught and consistent for all pupils shows a greater chance of achievement later in pupils' educational journey. Early Years Toolkit EEF	5

Training for staff on talk for writing. Training for staff on drawing club Teachers to embed talk for writing in their planning. Creation of a cohesive curriculum for writing, ensuring there is consistency with writing for all learners through adaptive teaching.	Evidence shows that giving pupils a reason to write supports progress and attainment in writing; the Literacy lead will be given time to ensure that the writing curriculum is relevant and purposeful. Evidence also shows the importance of reading for high level vocabulary to be used. Writing practice review EEF	1,2,3,4,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase more resources and fund ongoing teacher training and release time.	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, which in turn impacts on writing. Oral language interventions EEF	1,2,4

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

Budgeted cost: £44,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed an ELSA TA to deliver 1:1 support for targeted pupils for their social and emotional wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions- EEF Behaviour interventions EEF	1,7

TAs employed for afternoons in each year group.		

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

Budgeted cost: £42,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a trained ELSA support to target pupils to manage their social and emotional wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions- EEF Behaviour interventions EEF	1,7
Whole staff training using the therapeutic approach and the empowerment approach	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions- EEF Behaviour interventions EEF	1,7
Embedding principles of good practice set out in the DfE's working together document. Working together to improve school attendance - GOV.UK	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

Total budgeted cost: £134,442

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Focus of last PP spend (23/24):

1. Language development and oracy
2. Early reading
3. Writing (this is current whole school focus)
4. Attendance
5. Wellbeing and support for SEMH

Total budget in 23/24: £128,140

Apportioned as follows:

High Quality Teaching: £26,840 (21%)

Targeted academic support: £54,180 (42%)

Wider strategies: £47,120 (37%)

Data snapshot for 23/24

	Non-PP pupils	PP pupils
GLD	80%	40%
Year 1 phonics	93%	43%
KS2 reading	77%	73%
KS2 writing	60%	58%
KS2 mathematics	75%	62%
KS2 science	58% overall - within year transfers impacting	
KS2 RWM	47%	48%

KS2 data based on 61 pupils, 15 of whom started later than Reception

Attendance

Whole school attendance for academic year 23/24: 95.26%

PP pupils for academic year 23/24: 93.09%

Number of persistent absentees PP (current): 25%

Number of persistent absentees' non-PP (current): 16.4%

Summary review of impact of PP funding for 23/24:

1. **Language development and oracy:** We used NELI as well and S&L link to identify and support pupils' language development. A teaching assistant has been trained to deliver S&L support. Leaders recognise that they need to plan how they will track the impact of further work on S&L.
2. **Early reading and phonics:** Phonics outcomes for 23/24 were lower than the previous 3-year trend. There is a large gap between PP pupils and non-PP pupils. Therefore, this area will continue to be a key focus for the school. KS2 have been using rapid readers as a separate reading intervention programme for struggling readers, and this has had a positive impact.
3. **Writing:** Overall outcomes in writing need strengthening including for PP pupils. The school have identified that the current writing curriculum lacks overall cohesion, and the writing curriculum is not currently consistently well adapted for pupils with SEND.
4. **Attendance:** The school's work to improve attendance has been successful. Whole school attendance is 95%. There are clear systems and processes around attendance in school. There is not now great disparity between overall attendance for PP and non-PP pupils. However, persistent absence is more prevalent for PP pupils. As a school, we work with the LA attendance services to refine their approaches.
5. **Pupil wellbeing/SEMH support:** As a school we have noticed a decrease in higher level SEMH needs and are now no longer requiring to employ play therapists. A smaller number of pupils, with very particular needs will continue to need specialist support over time. However, SEMH is no longer the main primary area of need on SEN register.

Externally provided programmes

Programme	Provider
Music Tuition	Red Butler Music Service, I-Rock
Attendance and Behaviour Support	East Sussex

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not Applicable
The impact of that spending on service pupil premium eligible pupils
Not Applicable