Ferham Primary School Pupil Premium Review Statement, Summer 2025

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	Ferham Primary School
Number of pupils in school	Whole school - 220 F2 – Y6 - 203
Proportion (%) of pupil premium eligible pupils Additional % (expected at Census 2023)	70.9% (144 children out of 203) 62.6% (144 children out of 230)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	V Fenton (Headteacher)
Pupil premium lead	V Fenton (Headteacher)
Governor / Trustee lead	Chloe Ewens CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205, 720 139 PPG 4 LAC
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	£205,720

Part A: Pupil premium strategy plan

Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communication skills, limited parental support capacity, attendance and punctuality and having less life experience than others. A significant proportion of pupils in receipt of the Pupil Premium Grant also have SEND. Many of our pupils face multiple disadvantages: Ferham Primary School ensures that all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners as we strive to mitigate the multiple disadvantages affecting the majority our pupils. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps for specific children.

Principles

- We ensure that all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils on entry, through swift baselining and targeted teaching to help them to keep up (or catch up if they are new to school).
- To develop a curriculum that provides cultural capital and is ambitious whilst reflecting and empowering the diverse local community.
- Ferham Primary School's curriculum is based on a rich accumulation of knowledge and skills that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Ferham Primary is located in Masborough, just outside the centre of Rotherham. We are a one form primary school from F1 – Y6 with provision for 12, 2-year-olds. We serve a diverse population with 91% of our children being EAL. The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to, decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The area of Masborough is in decile 1.

The LSOA in which the school is located is ranked 682nd out of 32,844 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

Ultimate Outcomes

- To use the expertise of senior leaders and their positions within the academy to enhance the quality of education to develop daily high-quality teaching.
- Instil a 'Love of Reading' across all disadvantaged children.
- To provide high-quality and research-informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.
- Employ additional staffing – classroom and non-classroom based - to provide opportunities to scaffold or work in smaller groups, according to the daily needs of children and to support the wider needs of the child and their families.
- To improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- To provide support through interventions and/or tutoring for any pupil who is not on track to meet their prior attainment by ensuring tutors deliver high-quality support.
- To improve and/or consolidate the rate of progress for disadvantaged children by using quality-first teaching.
- Increase access to before/after school clubs and educational visits to develop our children holistically

- Ensuring that attendance has the highest priority with a clear action plan, rigorous monitoring and supportive of parents. Our vision is that we want our children to be here, so we can teach them and care for them.

Achieving these outcomes

- Employ skilled members of Senior Curriculum Team are recognised as Specialist Leaders of Education who develop pedagogy and practice so that teaching and learning is high-quality.
- To allocate additional support staff - providing small group work with an experienced and highly-skilled support staff members to help our children to narrow gaps in learning
- RWI leader to be released for weekly drop-ins/coaching sessions and Master Classes to ensure consistency in phonics teaching so every child receives the very best provision on a daily basis. This is further supported by weekly training sessions.
- RWI 1-1 intervention to support children to accelerate rates of progress and ensure children can read at the appropriate level as soon as possible.
- All our work through the pupil premium strategy will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support from JMAT Educational Psychologist and Inclusion team to support our most vulnerable learners to ensure they receive the very best quality of education.
- Subsidise activities and educational visits thus ensuring children have first-hand experiences to use within learning in the classroom.
- To enable children to learn a musical instrument and develop a love of performance through poetry recitals.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote our children to ensure an active collaborative and positive play experience thus enhancing learning.
- Provide support, workshops and Community Cafes for parents and carers and signpost to external professionals, to work in genuine partnership with the families through our ethos 'it takes a whole village to raise a child'.
- Provide Boxall Profile and Sensory Profile-based SEMH and therapeutic interventions by highly-skilled and experienced staff to support pupil's SEMH and well-being

This list is not exhaustive and will change according to need and to support all our socially disadvantaged pupils. We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.
Establish high-quality interventions for disadvantaged or any pupil that would benefit from this.

We will use PPG 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 higher 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 below average and we have high PA
6	Inconsistent parenting of children in terms of attendance, learning and SEMH needs as well as supporting children's learning
7	Inconsistent schooling with the majority of our children not attending school consistently meaning our mobility is decreasing.
8	Poverty: many of our families – not exclusively those in receipt of PPG – struggle to feed and clothe their children which means pupils often arrive in school hungry and/or not wearing school uniform
9	Many pupils live in homes where little English is spoken: beyond the school gates many children speak little English
10	Cultural Capital poverty – most of our pupils have limited access to experiences beyond the immediate area in which they live
11	Inconsistent Phonics attainment as a result of mobility.
12	Disrupted home lives and Social Care involvement

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
Challenge 1: Social, emotional and mental health support for targeted children to enable readiness for learning	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed.
Challenge 2: By the end of EYFS, pupils will reach a Good Level of Development.	The number of children reaching the standard in CLL increases.
Challenge 3: At key points (F2, Y2 and Y6) increasing numbers of pupils meet ARE (or make swift progress towards it)	In English (Reading and Writing) and Maths, progress is rapid and sustained so that more PPG–eligible pupils achieve in line with their non-PPG eligible peers.
Challenge 4: Learning needs are met; pupils make rapid and sustained progress.	The collaboration of highly-skilled practitioners means learning needs are met thus 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 of PPG-eligible pupils will increase.
Challenge 6: Strong partnerships between school and home.	Parents and Carers attend Community Cafes and workshops. Parental questionnaire feedback demonstrates positive regard for the school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Training for all staff including Trauma Informed Schools.	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, 4, 6
English Hub support to accelerate the progress of the bottom 20% in Phonics	EEF toolkit indicates that Phonics has a positive impact of +5 months	2, 3, 4
SALT professional in school to support staff and pupils to accelerate progress in SLC	The EEF toolkit indicates that oral language interventions have a high impact on pupil outcomes at +6 months.	1, 2, 4
Specialist Leader of Education in SEND and Maths	EEF says: "Great teaching is the most important lever schools have to improve pupil attainment." A Maths SLE leads Maths through school.	1, 2, 3, 4, 6

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

Budgeted cost: £42,488

Activity	Evidence that supports this approach	Challenge number(s) addressed

WELLCOMM	The EEF toolkit indicates that oral language interventions have a high impact on pupil outcomes at +6 months. Wellcomm helps to identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention. All children in Foundation Stage are baselined in Wellcomm. They are then grouped according to their ability. Children are part of an intervention group that takes place 2-3 times a week. Children in Year One who still require language support are also on the programme.	2, 3, 4, 9, 11
SEMH and Sensory Interventions based on Boxall Profiles and Sensory Profiles.	The EEF toolkit indicates that social and emotional learning approaches have a positive impact (+4 months) but, equally important, is the increased capacity to manage emotions. Ferham therapy suite	1, 5, 12
Academic Boosters (small group tuition) with a particular focus in Maths and Reading.	The EEF toolkit indicates that small group tuition has an impact of + 4 months and this increases that greater feedback and learning matched to specific need increases the efficacy.	2, 3, 4, 9, 11
1:1 Phonics, Reading and Arithmetic Boosters	The EEF toolkit indicates that 1:1 interventions have a high impact of +5 months.	2, 3, 4, 9, 11

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

Budgeted cost: £101,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Attendance Champion to ensure that children are in school to be able to learn	For children to benefit from the school offer, they need to attend regularly.	1, 5, 6
Full time Pastoral Lead to lead on Inclusion and SEMH support to target specific children and families	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, 12
Full time EAL and Community Champion to be a vital link between home and school community. Liaises closely with Care Team and Attendance Champion to ensure effectiveness. Encourage EAL children to access extra –curricular activities	Our EAL Champion's role results in increased parental engagement which, according to EEF toolkit, has a positive impact of +4 months.	2, 4, 5, 6, 9,12
Provision for first-hand experiences to boost life-experiences and cultural capital	The majority of our pupils rarely leave Ferham: theatres, museums, mines, farms and beaches are alien to them. Real experiences provide context and make learning more memorable.	1, 5, 6, 10

Safeguarding Champion (non-teaching) to ensure a consistent, available and experienced adult to liaise between a wide range of services.	The role of our Safeguarding Lead in multi-faceted: an important facet is the development and strengthening of relationships between home and school which EEF Toolkit indicates has a positive impact of +4 months.	1, 5, 6, 8, 12

Summer 2025 Review

Intended Outcome Review	
Challenge 1: Social, emotional and mental health support for targeted children to enable readiness for learning	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. Our annual pupil survey showed that 90% pupils enjoy being in school. Boxall Profiles show an improvement in social skills of…. Our Ofsted Inspection in January 2025 noted that: "*Pupils from a wide range of cultural backgrounds enjoy learning from each other. They work and play well together."* And*: "Across the school, pupils listen attentively in lessons, engage in discussions and follow instructions. This behaviour creates a focused learning atmosphere*." Target Met
Challenge 2: By the end of EYFS, pupils will reach a Good Level of Development.	The number of children reaching the standard in CLL increases. GLD in Summer 2025 was 54% which is the highest since academisation. Bloodline GLD was 81%. In CLL, 82% met the standard. Bloodline CLL was 100%. Target Met.
Challenge 3: At key points (F2, Y2 and Y6) increasing numbers of pupils meet ARE (or make swift progress towards it)	In English (Reading and Writing) and Maths, progress is rapid and sustained so that more PPG–eligible pupils achieve in line with their non-PPG eligible peers. As above, GLD rose to 54% (81% Bloodline) Y1 PSC rose to 77%. At the end of KS2, Reading rose to 29% (45% Bloodline), Writing rose to 21% (36% Bloodline) and Maths rose to 33% (63% Bloodline). Target Met
Challenge 4: Learning needs are met; pupils make rapid and sustained progress.	The collaboration of highly-skilled practitioners means learning needs are met thus enabling pupils to make demonstrable progress from their starting points. In terms of meeting the needs of pupils with SEND, our most vulnerable learners, Ofsted noted: "*The school identifies the needs of pupils well, including those with special educational needs and/or disabilities (SEND). The school's inclusive approach to supporting, teaching and identifying needs ensures pupils receive the support they need. This is helping pupils make progress from their starting points.".* In terms of meeting the needs of pupils who have EAL, particularly International New Arrivals, Ofsted noted: *The school has many pupils who are new to the country or have irregular attendance. Many speak English as an additional language. The school has strong systems to help pupils settle in."* The school is making use of AI to support post-Phonics pupils to develop the necessary fluency and prosody. Target Met.
Challenge 5: Attendance of PPG-eligible pupils is in line with the school target of 95%	The attendance of PPG-eligible pupils will increase. Improving attendance and reducing PA remains a high priority for the

	school. We have made a connection with a school in Sheffield with a similar demographic and attendance concerns in order to share best practice. We now operate a Walking Bus for targeted pupils who too often arrive late and receive a U mark. Since the walking bus began in 12th March 2025, Us amongst targeted pupils has decreased by 44% and Lates have decreased by 67% While attendance remains well below national and PA remains well above, we do have green shoots: year on year, attendance has increased by 2.42% and PA has decreased by 16.15% Target not yet met
Challenge 6: Strong partnerships between school and home.	Parents and Carers attend Community Cafes and workshops. Parental questionnaire feedback demonstrates positive regard for the school. Community Relations remain a strength of the school: Ofsted noted: "*The school also cares for its wider community. Their community café brings people together. Local organisations attend to provide support and advice. This strengthens links between the school and families*." In our annual parent and carer survery 98% said that their children felt safer in school than at home. Target Met