

## The Fernwood School - 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	The Fernwood School
Number of pupils in school	1224
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Burke, Headteacher
Pupil premium lead	Matt Hughes, Assistant Headteacher
Governor / Trustee lead	Kevin Beswick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200, 550
Recovery premium funding allocation this academic year	£28,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£229,115

## Part A: Pupil premium strategy plan

### Statement of intent

This document sets out the school's intent and implementation plan to close any achievement gaps between our disadvantaged and non-disadvantaged students. It also outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise attainment and achievement for all students. The Fernwood School has a diverse cohort of students, with 30% of its demographic coming from the top 10% in England and another 30% coming from the lowest 10%. We therefore place huge significance on ensuring all students, regardless of their background or circumstance, are provided with a purposeful, challenging and rich education of the highest quality. This will ensure that all our students are equipped with the knowledge, skills and inter-personal qualities that they will need to succeed in, and beyond, The Fernwood School.

At Fernwood, strategies to close the achievement gaps between groups and individuals are an integral aspect of every lesson and evident in all aspects of the academic and pastoral curriculum. Within the classroom, the main priority for all staff is to implement well planned and differentiated lessons that challenge and stretch all students. The delivery of high-quality lessons is of paramount importance; staff are involved in a structured programme of training through our half termly Teaching and Learning Communities (TLC) meetings as well as focused INSET to firmly establish the core principles of our intent. The school has recently invested time developing a 'Priority Matrix' in order to prioritise students in the cohort who may be experiencing additional challenges. The matrix begins by looking at underachievement in order to start where gaps are widest and then takes in account other factors as follows:

- Poor attendance/punctuality
- Involvement of Children and Families Direct
- Additional contributing factors with regards to home issues
- SEND

The Assistant Head Teacher (AHT) with whole school responsibility for PP will create and regularly up-date the Priority Matrix, disseminate it to staff and oversee its strategic use across subject areas and year groups. He will also contribute to the CPD agenda to ensure that all staff have the knowledge and skills needed to make impactful interventions in the classroom. Alongside the Headteacher, the AHT will oversee the spending plan for the cohort to ensure that resources are appropriately allocated.

## Strategy Aim and Objectives

**Core Aim** – To significantly reduce the gap between the Progress 8 score of disadvantaged and non-disadvantaged students.

Objectives:

- To develop a culture to decrease the 'gap' across all areas of The Fernwood school, especially Pupil Premium students.
- To embed 'closing the gap' across all aspects of the academic and pastoral curriculum, utilising a range of resources and strategies.
- To raise levels of attainment and achievement and narrow the gap between Pupil Premium and non-Pupil Premium students.
- To empower staff with the skills and knowledge of closing the gap with interventions.
- To develop a strong culture of sharing good practice of effective closing the gap strategies.
- To use a wide range of data to ensure that resources are used strategically.

At The Fernwood School, we implement 3 distinct 'waves' of intervention.

### Wave 1

All staff will have access to the Priority Matrix so that they not only know who is Pupil Premium in their classes, but can also identify the most vulnerable from this cohort of students in order to provide bespoke support. This is a new initiative for 2022 and so will be rolled out, beginning with year 11.

Teachers will have the opportunity to feed back regularly at faculty meetings about their students and may attend relevant RAP meetings for individual students of the disadvantaged cohort to share specific successful individual strategies with all teachers of that student.

### Interventions at this level may include:

- In-class differentiation to meet the needs of individuals
- Targeting students with additional questioning in class
- Giving students targeted questioning in marking
- Giving students more regular/ more detailed feedback in marking
- Allowing students the opportunity to re-visit work following feedback to make improvements and corrections
- Regularly visiting students in lessons to check understanding and work
- Using a PLC (Personalised Learning Checklist) to identify areas for improvement
- Using the student SEND/ Provision Plan/ Closing the Gap information to inform seating plans and lesson planning
- Giving additional time to catch up work during break, lunch and/ or after-school
- Providing model answers
- Providing specific worksheets and resources to meet specific learning needs
- Support to develop numeracy and literacy in class (e.g. reading independently/ in a group/ out loud)
- Using small group work within the class

- Ensuring that students are working with peers of a similar or higher ability
- Working collaboratively with any TAs who are providing in-class support
- Engaging parents in conversations about their child's progress

### **Wave 2**

Additional provision and departmental intervention may need to be implemented outside of the normal classroom. Faculty Team Leaders (FTLs) have oversight of the distribution of disadvantaged students across the classes in each year group and can support staff with the monitoring and intervention processes. They will put the progress of this cohort on the agenda of team meetings at relevant points of the school year. Following calendared assessments and subsequent data input FTLs can also disseminate any CPD / intervention strategies to their teams in order to ensure that all are skilled in knowing how to overcome barriers. Feedback about the progress of the cohort will be a focus of the calendared QI process, in discussion with the linked SLT member.

Wave 2 interventions are therefore implemented (*in addition to Wave 1*) for students who remain below their expected levels of progress and who are required to 'catch up'. These may include:

- Referring students to online resources on a shared platform
- Providing revision materials (e.g. flash cards, workbooks)
- Giving revision guides from a Faculty/ Department
- Placing a student on faculty report card/ achievement card
- Establishing formal communication with parents/ carers to set targets and emphasise strategies to support – phone calls, meetings, letters, emails, parents' evenings
- Offering curriculum-based intervention sessions – before school, tutor time, lunchtime and/ or after-school
- Offering targeted withdrawal sessions for English and maths during the school timetable
- Using the Key Stage 4 – pathway 2 and 3 curriculum which provides additional support in core subjects and a more personalised learning pathway
- Targeting Key Stage 4 students with additional mock exams and walking talking mocks to ensure they are 'exam ready'

### **Wave 3**

If students require more targeted and focused support, away from their normal timetabled lessons, Wave 3 interventions can be implemented. Wave 3 provision may include:

- Students being monitored on a pastoral report by tutor, Head of Year, SLT
- Students attending a compulsory homework club
- Students receiving specific handwriting intervention
- Students referred for literacy intervention
- Students being referred for numeracy intervention
- Support offered for behaviour issues from the Pastoral Practitioners
- Support offered by the Well-Being Team where there are emotional or mental health needs identified

- Students being referred to the SEND team to address specific learning needs or to consider access arrangements
- Students being made the subject of a RAP meeting where multiple interventions are necessary
- Key Stage 4
  - consideration of subject withdrawal to provide 'private study' to focus on key subject areas
  - student and parents/ carers required to attend induction evening
  - student and parents/ carers required to attend revision evening

### Role of the Pastoral Team Leaders (PTLs)

PTLs have a crucial role to play in the strategy and Quality Improvement (QI) processes will focus on interventions to support the most vulnerable.

PTLs will:

- Contribute to the Disadvantaged Cohort Matrix of Vulnerability, prioritising those most in need of support and intervention
- Track a specified cohort of students who have been defined as the most vulnerable of the overall cohort and take responsibility for overseeing all aspects of their engagement with school: attendance, punctuality, behaviour for learning, home learning etc.
- Feed back to the Deputy Headteacher (Pastoral) and the AHT (PP) via the calendared QI meetings process about the progress of the targeted cohort
- Liaise with Tutors about their cohort, in order to ensure that additional pastoral support is in place, as needed
- Make appropriate referrals to internal support as necessary (Pastoral Practitioners, Well-Being team) and external agencies

### Challenges

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

Challenge	Strategy
<p><b>Parental Engagement</b></p> <p>There are many factors that contribute to the performance of students in receipt of the Pupil Premium. Nationally, the 'gap' between the performance of students in receipt of the Pupil Premium and their peers remains a significant concern.</p>	<p>In an attempt to address this, The Fernwood School has employed an AHT with whole school responsibility for raising the attainment of disadvantaged students in order to engage with parents and raise the attendance and aspirations of these parents for their children. An important aspect of the AHT's role is to work alongside key pastoral staff to engage with some of the most disengaged families and promote strong links between home and school for the most vulnerable Pupil Premium students. The AHT utilises the expertise of key staff (namely the Pupils and Pastoral Officer, Well-Being Mentors, Pastoral Practitioners, Pastoral Team Leaders) in order to provide a robust package of support</p>

<p>A significant factor in the performance of Pupil Premium students is disengaged parents/ carers, who perhaps, did not have a positive experience of school themselves. As a result, some parents do not prioritise attendance, punctuality and aspiration with their child and do not support the school to ensure that their child is present, on time and fully engaged in learning and the broader life of the school.</p>	<p>for this cohort of parents/ carers. Half termly Key Stage 3 and 4 pastoral meetings are devoted to identifying attendance and engagement concerns, with appropriate action and intervention agreed. Furthermore, additional reminders are sent out via email, text and phone calls to inform parents/ carers about Parents' Evenings and other key whole school events in order to encourage their attendance. Attendance at parental events is closely monitored by the AHT and, along with the Pastoral Team Leaders, he acts as a liaison between home and school, regularly contacting parents of Pupil Premium students to update them on their child's attitude to learning and their progress.</p>
<p><b>Behaviour</b></p> <p>Statistically, some students in receipt of the Pupil Premium present particularly difficult challenges with regards to behaviour. They may accrue more behaviour points in the school than their non Pupil Premium peers and while this may be a generalisation, we are more likely to face 'challenging' situations later in the school life of Pupil Premium students than their peers. Whilst we attempt, in as many situations as possible to avoid permanent exclusions and time in isolation (IER), there are times when the student needs firm sanctions and/or alternative provision in order to have an opportunity to succeed.</p>	<p>For these reasons, the school has invested heavily on Restorative Justice Approaches which now underpin all of the policies, procedures and strategies for managing behaviour for every student. These approaches are vital and central to our work with the most challenging and disadvantaged students; it allows them to engage with staff, to understand the impact of their actions on themselves and others and to modify their behaviour in the future.</p> <p>Pupil Premium funding has been used to employ two Pastoral Practitioners who are heavily involved in working directly with a number of our Pupil Premium students to ensure that they are displaying positive behaviour in all aspects of school life. These Pastoral Practitioners support some of the most challenging students in school to ensure that they are meeting the standards required. They will focus specifically on providing 1:1 intervention, engaging with disadvantaged students during lessons and unstructured time, liaising with their parents and sharing information with the teaching staff to improve their academic progress.</p> <p>Pupil Premium funding is also used, in the most extreme cases of poor behaviour, to support alternative provision which gives students the opportunity to complete a vocational course and/ or GCSE subjects outside of school in a suitable environment in order to give them every chance to succeed. The Fernwood School will only permanently exclude students for severe breaches of the school code of conduct. The school will first exhaust all options when managing student behaviour and engaging them in education.</p> <p>The AHT liaises closely with Pastoral Team Leaders, the Pastoral Deputy and Pastoral Practitioners to monitor the behaviour of all Pupil Premium</p>

	<p>students. Regular discussions at PTL meetings regarding a year group's 'Behaviour Watch List' allows for early identification and appropriate intervention for students causing concern. Weekly Key Stage 3 and 4 Pastoral Team Leaders meetings will provide the forum to identify appropriate support and intervention for Pupil Premium students who have been issued with an internal exclusion or a fixed term exclusion. The AHT is responsible for co-ordinating an effective Year 11 Prefect programme, allowing senior students to act as peer mentors, supporting students who have displayed poor behaviour by providing positive role models. Pupil Premium students are actively encouraged to apply for this important role and it has a positive impact on conduct around the school.</p>
<p><b>Low Aspirations</b></p> <p>Some students at The Fernwood School have low aspirations which we are keen to address. Many do not believe or feel they are capable of going on to further study in higher education. They may come from families where education may not be fully valued and no one has studied A-levels or a degree before. As a result, they do not aspire to challenge themselves in education. This is a real challenge for any school and in this respect, Fernwood is no different to any other education setting.</p>	<p>We believe that meaningful Information, advice and guidance around careers is vital in ensuring that students are given the information they need to be aware of the opportunities that education gives them. To ensure that as few students as possible leave school 'NEET' (Not in Education, Employment or Training), Pupil Premium students are given appropriate careers advice from as early as Year 7. The Fernwood School is proud of its excellent record of successfully supporting students as they move on to further education. Indeed, in 2019, 97.5% of the Year 11 cohort went on to enrol on suitable post 16 courses. The picture improved in 2020 with 99% of students moving on to successful higher education placements. In 2021, 99.5% of students successfully went on to their chosen post 16 destination. The PD curriculum has specific elements linked to careers to ensure that the students leave Year 11 with the right information and clear direction for the next steps in their educational journey. The AHT coordinates the monitoring of post 16 applications within the Year 11 cohort. Close liaison with the Head of Year 11 and the team of tutors ensures that Pupil Premium students are supported to apply for destinations and courses that are suitable and aspirational for the individual.</p> <p>'Working Life Week' was established during the 2019-2020 academic year and aims to inspire all students regarding their career aspirations. This includes purposeful work experience placements for Year 10 students, with Pupil Premium students given additional support in securing a placement, as well as curriculum based activities for Years 7-9 during lessons which are linked specifically to work in the particular subject. Furthermore, as early as Year 8 during PD lessons and tutor time, students are encouraged to think about their future, about their</p>

	<p>aspirations and the qualifications and skills they will need in order to achieve their dreams.</p> <p>The AHT liaises with key pastoral staff to establish an ‘aspirations’ group, when appropriate. This cohort of Pupil Premium students are identified as having the ability to attend further education but require additional intervention to achieve this goal. This support includes visits to universities as well as experiences with higher level apprenticeships and local businesses.</p>
<p><b>Lack of Equipment and Resources</b></p> <p>In some cases, the parents of Pupil Premium students do not have the financial means to provide their child with the equipment and resources they need to be successful. This immediately places them at a significant disadvantage to their peers. Lack of IT equipment, mathematical equipment, revision guides, revision resources and other school equipment hampers the progress of these students and prevents them from achieving in-line with other students, who are not in receipt of Pupil Premium funding.</p>	<p>The Fernwood School allocates a proportion of Pupil Premium funding into equipment and resources in order to narrow the ‘attainment gap.’ In certain circumstances, iPads and laptops are provided to students requiring IT equipment to benefit their education. The AHT successfully secured over 100 laptops from the DFE which are strategically distributed to Pupil premium students from years 7 to 11. We have also provided ‘Maths packs’ containing all of the necessary Maths equipment (including a scientific calculator) and all Pupil Premium students receive a free revision guide for all subjects as required. This ensures that they are not at risk of lacking the necessary equipment that their non-disadvantaged peers may have. We also offer parents/carers of Pupil Premium students the opportunity to receive ‘pre-loved’ school uniform, and this is particularly welcome when students make the transition from primary school. Students in Year 11 will also be given a revision pack containing highlighters, flashcards, pens and other equipment required to revise effectively.</p> <p>The AHT coordinates an annual revision afternoon for targeted Pupil Premium students in Year 11. This event allows parents/carers to join their child in school to receive guidance and support in the build up to the mock and GCSE exams. The students are also given a bespoke revision pack, containing concise and effective revision materials for use at home.</p>
<p><b>Poor Attendance</b></p> <p>In some cases, Pupil Premium students have lower levels of attendance than their peers. Poor attendance has a significant impact on a student’s learning, and we aim to ensure that our students attend school every day.</p>	<p>Regular Key Stage 3 and 4 Pastoral Team Leaders meetings allow key pastoral staff and the AHT to monitor and review the attendance of Pupil Premium students on a half termly basis to ensure that students and parents/ carers are supported should their attendance levels drop below 96%. The School’s Pupil and Pastoral Officer will work closely with Heads of Year to ensure that intervention is implemented for Pupil Premium students whose attendance is below 90%. This will include letters home, home visits, attendance meetings and attendance contracts. Any barriers that are preventing a student from attending will be addressed in a caring and supportive manner. If these barriers include financial</p>

	<p>difficulties (e.g., funding a bus pass), support will be offered so that all Pupil Premium students' attendance is at least in line with non-Pupil Premium students and the school's attendance target of 96% and above.</p>
<p><b>Independent Learning</b></p> <p>In some cases, Pupil Premium students are less likely to complete their home learning as they may not have the resources available to them at home. It may also be the case that Pupil Premium students do not enjoy working at home and therefore do not complete homework. This can lead to students not making the same level of progress as their non Pupil Premium peers as the work does not get completed.</p>	<p>The Fernwood School allocates some of its Pupil Premium funding to running after school Home Learning Clubs. These take place on a Tuesday, Wednesday and Thursday from 3.10pm – 4.10pm. Targeted Pupil Premium students are invited to attend the homework club, and this is led by a middle leader, (Head of Year, Head of Department/ Faculty) Pastoral Practitioners and members of the Well Being and Study Support Team. The staff at Home Learning Club work hard to create a positive and purposeful working environment and will constantly offer support and advice to attending students. During these sessions, students will have access to the library and ICT facilities, including access to the internet and printers. Regular attendance is rewarded by Pastoral Team Leaders with Fernwood Award points.</p>
<p><b>Educational Visits</b></p> <p>In some cases, the parents of some Pupil Premium students do not have the financial means to allow their child to attend educational visits and trips which can benefit a pupil's self-esteem and aspirations as well as enhancing their cultural capital. This immediately places them at a significant disadvantage to their peers. These educational visits are often related to the course that they are studying, and not attending can lead to students falling behind with their knowledge and understanding of specific topics that are vital elements of the course.</p>	<p>The Fernwood School allocates some of the Pupil Premium funding to supporting the cost of educational trips and visits for Pupil Premium students. Each specific visit must develop the educational understanding of the student or improve the aspirations or self-esteem of each student attending. The AHT liaises with the Head Teacher to decide on whether funding will be granted for each educational visit. A common approach is to offer a 50% discount to parents/carers of Pupil Premium students who ordinarily find it challenging to fund the cost of the visit independently.</p>
<p><b>Extraordinary Personal Circumstances</b></p> <p>It is sometimes the case that Pupil Premium students experience extraordinary personal circumstances during their school life which cannot be accounted or planned for. These incidents often have a negative impact on the learning process and prevent Pupil Premium students from focusing on their</p>	<p>We have employed two Pastoral Practitioners and plan to expand this team as the school grows. Their primary focus is to engage and work with some of the most vulnerable, disengaged families in our community to create a close relationship between our school and the home life of our Pupil Premium students. This will help to break down any potential misconceptions of school life and help to emphasise the importance of education to parents/carers. The school's Well-Being Team works with many of our Pupil Premium students to raise their self-esteem as well as to offer support and guidance for students who may require further support both in and out of school. The AHT with responsibility for Pupil</p>

<p>studies, thus affecting the sole aim of this strategy.</p>	<p>Premium is also a Designated Safeguarding Lead (DSL) as are the two Pastoral Practitioners and some members of the Well-Being Team. This ensures that Pupil Premium students gain the correct support when they are in school, as a wide range of staff have a thorough understanding of the situation that each student faces and can adapt the curriculum support accordingly.</p>
<p><b>Below Expected Levels</b></p> <p>Although this may be a generalisation, it may be the case that Pupil Premium students become disengaged with school life from a young age. This may cause these students to fall behind their peers in relation to their expected levels of progress at the end of Key Stage 2 and hamper their progress for the remainder of their time at secondary school.</p>	<p>We recognise that some Pupil Premium students will arrive at The Fernwood School in Year 7 with levels of progress which are below the expected levels in English and/or Maths. With that in mind, we have an early intervention programme aimed at Key Stage 3 students to allow them to make more rapid progress in Literacy by reading more regularly during tutor time and in their timetabled library lessons. During these library lessons, staff make use of a 'bookology challenge' sheet and reading log to encourage pupils to read a range of genres of literature to enhance their experience of language. The Fernwood School has invested in the expertise and support from the 'Love of Literacy' organisation, which supports the school to enhance literacy skills for disadvantaged students in Key Stage 3. We also employ English and Maths intervention specialists who will work with small groups of students, which include a high proportion of Pupil Premium students, to ensure pupils are making expected levels of progress in Maths and English, especially focusing on students who achieved below expected levels at the end of Key Stage 2. The school's SENDCo ensures that the Learning Support Assistants deployed during lesson time provide targeted support for certain Pupil Premium students who are working below expected levels, to improve their academic progress. Additionally, the English faculty provide a set of GCSE texts for Pupil Premium students who do not have their own copies.</p> <p>The school has a robust data tracking package (APRI) which allows middle and senior leaders to effectively identify under-performing students, both attitudinally and academically. The AHT will devote a significant amount of time after each data drop to scrutinise the information. Working alongside Heads of Year and Heads of Faculty, the AHT will ensure that a robust package of support is implemented for all Pupil Premium students who are identified as under-performing. Indeed, the school's meeting calendar is specifically designed to allow Faculty Teams and Pastoral Teams to analyse a data drop in order to target students below expected levels of progress and those who are presenting concerns attitudinally.</p>

	<p>The Fernwood School makes effective use of a 'Priority Matrix', which makes use of academic and attitudinal data, alongside other vulnerability factors (attendance, social care involvement, young carer etc), to identify the students most in need of support and intervention. The regular Pastoral Team Leaders meetings provide the forum for key pastoral staff to review the target cohort of students in each year group, agreeing appropriate action to support the child in order to maximise their progress and potential.</p>
--	---

### **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.

Strategy Employed	Specific aims and outcomes	Success Criteria
Employment of an AHT with responsibility for Pupil Premium and a Deputy Head teacher responsible for the Line Management of Pupil Premium	<ul style="list-style-type: none"> <li>• To have Senior Leaders of the school who lead the strategic direction of Pupil Premium expenditure across the school</li> <li>• To have Senior Leaders with the designated responsibility of leading the direction of the school with regard to the Pupil Premium</li> <li>• To make families of Pupil Premium students aware of the support available to them</li> </ul>	<ul style="list-style-type: none"> <li>• There is a coherent and strategic direction for Pupil Premium expenditure, where the impact of each strategy employed is monitored and evaluated</li> <li>• APRI data will be regularly monitored as per the Assessment, Recording and Reporting calendar</li> <li>• Barriers to learning will be analysed and addressed by the Senior Leadership Team</li> <li>• Student Voice will be used to measure the extent to which students feel valued and supported</li> </ul>
Employment of two Pastoral Practitioners	<ul style="list-style-type: none"> <li>• To engage with the most vulnerable and disengaged Pupil Premium students and their parents</li> <li>• To provide a link between home and school for families of Pupil Premium students</li> <li>• To promote intervention and attendance at parents' evenings for families of Pupil Premium students</li> <li>• To improve the attendance of Pupil Premium students</li> <li>• To reduce the persistent absenteeism among Pupil Premium students</li> <li>• To improve levels of engagement in school to have a positive impact on attitudinal and academic progress</li> <li>• To mentor individual students where poor behaviour is a barrier to learning</li> <li>• To educate students if they have behaved in an unacceptable manner as they reintegrate back into school – applying restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance of Pupil Premium students at intervention sessions</li> <li>• Greater engagement of our most vulnerable and disengaged families of Pupil Premium students</li> <li>• Improved attendance of Pupil Premium students</li> <li>• Reduction in the Persistent Absenteeism of Pupil Premium students</li> <li>• Reduction in behaviour points, internal and fixed term exclusions for our Pupil Premium students</li> <li>• Reduction in the numbers of PP students attending Alternative Provision</li> </ul>
Investment in 'Love of Literacy' support	<ul style="list-style-type: none"> <li>• The Fernwood School has bought in to the expertise and support from the Love of Literacy organisation which supports schools to help raise literacy skills for disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>• The literacy skills of disadvantaged students across the school becomes an even greater priority.</li> <li>• The school has a clear vision for supporting Pupil Premium students.</li> <li>• The school has effective initiatives and intervention which has a direct impact on the</li> </ul>

	<ul style="list-style-type: none"> <li>• Love of Literacy Coordinator providing specialised intervention for two days per week to a target cohort of students.</li> <li>• Head of English and AHT with responsibility for Pupil premium to work alongside the Love of Literacy coordinator to identify the school's main priorities and to implement intervention across the school.</li> </ul>	literacy skills and progress of Pupil premium Students.
RAP programme	<ul style="list-style-type: none"> <li>• Pupils in receipt of the Pupil Premium are given priority status as part of the RAP calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium students in KS4 will feel more confident and supported as they approach their GCSE examinations</li> <li>• Pupil Premium students will be supported in creating a revision timetable and will be provided with important revision materials</li> <li>• Heads of Year will liaise with parents on a regular basis regarding provision for their student</li> <li>• Student Voice will indicate that students have been well-supported by those involved in the programme</li> </ul>
Peer Mentoring	<ul style="list-style-type: none"> <li>• Students in Year 11 to mentor targeted Pupil Premium students during tutor time</li> <li>• Mentors provide support to ensure that Pupil Premium students are happy in school and that their needs are met</li> <li>• Mentors provide practical advice on revision techniques and organisation in the build up to exams</li> <li>• To discuss post 16 provision and promote high aspirations among Pupil Premium students</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced amount of behaviour points linked to levels of engagement given to Pupil Premium students</li> <li>• Increased aspirations of Pupil Premium students to aim for further education</li> <li>• Increased number of Pupil Premium students who attend college/sixth form/apprenticeships/ further education</li> </ul>
Residential Visits & Extra-Curricular Provision	<ul style="list-style-type: none"> <li>• Students who otherwise would not be able to attend residential and extra-curricular experiences have access to funds to allow them to enhance their cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>• Attending a residential offers a Pupil Premium student the opportunity to 'get away' from daily routine and reenergise</li> <li>• Student confidence will increase, and Pupil Premium students will have the same opportunities as their peers to attend residential visits and extra-curricular activities (e.g. music lessons)</li> <li>• Pupil Premium students will have greater aspirations because of these experiences and will undertake new life opportunities which they may not usually have access too</li> </ul>

<p>Additional Careers Guidance &amp; Student Aspirations</p>	<ul style="list-style-type: none"> <li>• PP students are given additional careers guidance and advice during PD lessons in an attempt to prevent them becoming NEET the following year</li> <li>• PP students are well supported by the pastoral structure regarding their post 16 destinations</li> <li>• PP students are given targeted support to prepare for college interviews – Interview Skills Day</li> <li>• Investment in trips/ visits to aspirational establishments – universities, industry, business, apprenticeship providers</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to make an informed decision about their future</li> <li>• Pupil Premium students will receive professional advice and guidance on decisions, which need to be made about their future</li> <li>• There will be a reduction in the number of NEET Pupil Premium Students</li> <li>• Student Voice will indicate that students are well-prepared for their future</li> <li>• A higher number of Pupil Premium students go on to enrol on further and higher education courses</li> </ul>
<p>Revision Guides</p>	<ul style="list-style-type: none"> <li>• Pupil Premium students are issued with revision guides for each of the subjects they study</li> <li>• School strategy in place to recycle revision guides to be given to the most in need PP students</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium students will be more prepared for exams and will be better equipped at revising more effectively</li> <li>• Pupil Premium students will be better equipped to face their exams</li> <li>• Pupil Premium students will have the same opportunity as their peers who may have revision guides</li> <li>• Student Voice will be used to measure that the revision guides are of benefit and are used effectively</li> </ul>
<p>Uniform and Bus Passes</p>	<ul style="list-style-type: none"> <li>• Students who otherwise may not have access to the correct uniform do so</li> <li>• Fernwood keeps a stock of uniform items to assist in this issue when necessary</li> <li>• Fernwood has a system to recycle uniform for PP students most in need</li> <li>• Students are able to arrive to school safely and on time</li> </ul>	<ul style="list-style-type: none"> <li>• Students will not be concerned with ‘not being like their peers,’ having the correct uniform at all times</li> <li>• Pupil Premium students will have the correct uniform, which will prevent them from being sanctioned</li> <li>• Pupil Premium students will arrive in school on time and do not miss any learning/lesson time</li> <li>• Students will feel at home and comfortable in school in the correct uniform</li> <li>• Improved punctuality for some Pupil Premium students</li> <li>• Student voice will be used to evaluate if students are well supported</li> </ul>
<p>After School Homework Club</p>	<ul style="list-style-type: none"> <li>• Homework club to run Tuesday – Thursday 3:10-4:10pm in the library and IT rooms, staffed by a middle manager and two to three members of the study support team</li> <li>• Specific Pupil Premium students to be invited to these after school sessions (compulsory/ non-compulsory)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of behaviour points that Pupil Premium students receive for a lack of homework</li> <li>• Increased attendance of Pupil Premium students at homework club</li> </ul>

<p>The Well-Being Team and School Counsellor</p>	<ul style="list-style-type: none"> <li>• Well-being mentors to provide targeted support for PP students who require support</li> <li>• School Counsellor to engage with the most vulnerable and disengaged Pupil Premium students</li> <li>• To improve the self-esteem of Pupil Premium students who require support</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance of Pupil Premium students</li> <li>• Improved emotional health and well-being of Pupil Premium students</li> </ul>
<p>Employment of Learning Support Workers for Literacy</p>	<ul style="list-style-type: none"> <li>• To provide specialist 1:1 and small group mentoring for underperforming Pupil Premium students in literacy</li> </ul>	<ul style="list-style-type: none"> <li>• The number of Pupil Premium students exceeding and making expected levels of progress in English will increase and the 'gap' in attainment will be significantly reduced</li> </ul>
<p>Employment of Learning Support Worker for Numeracy</p>	<ul style="list-style-type: none"> <li>• To provide specialist 1:1 and small group mentoring for underperforming Pupil Premium students in numeracy</li> <li>• To offer additional Maths lessons to Pupil Premium students in need of them, as well as support with homework and areas of concern</li> </ul>	<ul style="list-style-type: none"> <li>• The number of Pupil Premium students exceeding and making expected levels of progress in Maths will increase and the 'gap' in attainment will be significantly reduced</li> </ul>
<p>Personalised Learning Pathways (Key Stage 4)</p>	<ul style="list-style-type: none"> <li>• Students are given bespoke timetables, depending on academic ability, to meet their learning needs – pathway 1, 2, 3</li> <li>• Students in Year 11 considered for subject withdrawal and the implantation of 'private study' time to meet the student's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Improved behaviour, engagement and progress of Pupil Premium students due to a fully accessible, engaging and challenging curriculum for all</li> <li>• Pupil Premium students make good progress at KS4 and 'the gap' is reduced</li> <li>• Improved rates of attendance and attitudinal grades due to a curriculum design that meets the needs of all Pupil Premium students</li> </ul>

### 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.

### Pupil Premium Spending Plan

The Pupil Premium Spending Plan outlines how The Fernwood School will use the Pupil Premium funding to achieve the main aim of the strategy and address the barriers outlined above. The spending of this budget is at the discretion of the Head Teacher, who oversees the spending of this aspect of the whole school budget.

### Teaching (for example, CPD, recruitment and retention)

Employment of an AHT with responsibility for Pupil Premium and a Deputy Head teacher responsible for the Line Management of Pupil Premium	£50,000
RAP programme	£3,000 (cover)
Personalised Learning Pathways (Key Stage 4)	Within curriculum budgets

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

Employment of Learning Support Workers for Literacy	£4,500
Employment of Learning Support Worker for Numeracy	£4,500
Investment in 'Love of Literacy' support	£13,000

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

Employment of two Pastoral Practitioners	£42,650
Peer Mentoring	£2,000 (cover)
The Well-Being Team and School Counsellor	£56,000
Additional Careers Guidance & Student Aspirations	£8,000
Residential Visits & Extra-Curricular Provision	£4,400
Revision Guides	£1000
Uniform and Bus Passes	£1500
After School Homework Club	£10,000 (salary)

**Total budgeted cost: £200, 550**

**Teaching (for example, CPD, recruitment and retention) = £53K**

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) = £22k**

**Wider strategies (for example, related to attendance, behaviour, wellbeing) = £125, 550**

## 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 2020 to 2021 academic year.

The data below shows the upheld Centre Assessed Grades for the 2021 Pupil Premium cohort:

- Standard Pass (9-4) – 69.9%
- Strong Pass (9-5) - 45.2%
- Higher Pass (9-7) – 12%
- Average Point Score – 4.38
- P8 Score – 0.09
- English P8 Score – 0.37
- Maths P8 Score – 0.17
- Ebacc P8 Score – 0.20
- Open P8 Score

During the global pandemic and the subsequent national lockdowns commencing in March 2020, the most significant challenge was to maintain the engagement levels of our disadvantaged students with their school work. The extensive periods of home learning made it difficult to keep some of these students focused on their work and in good school routines. The staff response to intervene and support our disadvantaged students was exceptional. The pastoral teams in each year group focused on maintaining regular and purposeful contact with the disadvantaged students, with weekly and twice weekly phone calls. Methods were established early on in the lockdown to identify those students who were not engaging with their work. Doorstep visits were carried out to check the safety and well-being of the students concerned. This work undoubtedly had a significant positive impact on the mental health, well-being, engagement and progress of our disadvantaged students across the school community. In the most recent national lockdown from January to March 2021, key staff identified the high priority students with ongoing concerns who were not accessing regular live lessons and online work. A bespoke package of support was created for this group of students and they were invited into school to be supervised by staff, alongside the students in school whose parents are key workers. We were also able to furnish our disadvantaged students with the necessary ICT resources in order to access online learning and live lessons. In response to this, the Assistant Headteacher worked alongside Heads of Year to identify students who did not have access to a computer or laptop in the family home. Over 118 students were identified but only 52 government funded devices were allocated to the school; a further bid was made to the DfE which resulted in the school securing laptops for all students in this cohort. As a result, all disadvantaged students across the school community were therefore able to access online learning during the periods of national lockdown.

### 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
Achievement for All	AFA Charity