



The Fernwood School

High Achievement with Care & Discipline for All"

PUPIL PREMIUM IMPACT STATEMENT 2023-2024



Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This document details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Using data from previous academic years as well as this year's coefficients, the table below outlines the Progress 8 scores for 2022-23 and how this compares to previous cohorts:

School	2019	2020	2021	2022	2023
All	0.27	0.45	0.76	0.43	0.42
Disadvantaged	0.02	-0.03	0.11	-0.48	-0.45

The following intervention strategies were put in place to support Pupil Premium students with their academic progress:

- 1:1 or small group tutoring from the National Tutoring Mentor for literacy
- 1:1 or small group literacy support from the 'Love of Literacy' programme.
- 1:1 or small group tutoring from the National Tutoring Mentor for numeracy.
- Improved use of progress data and analysis (Horsforth Quadrant).
- Implementation of the Pupil Premium Vulnerability Matrices to identify a student's level of need and degree of vulnerability in every classroom.

Based on our internal data we believe the school has closed 'the gap' between disadvantaged and non-disadvantaged students from 2022 to 2023. Although this improvement does not appear to be significant, it is important to consider that schools nationally are still recovering from the impact of the covid pandemic on disadvantaged students. The extensive work and support given to the school's Year 11 Pupil Premium students in the 2022-2023 academic year had a positive impact on the progress of a significant number of this cohort. There were several mitigating factors which contributed to 'the gap' remaining significant, including:

- The pandemic recovery
- A smaller cohort of Pupil Premium students
- A proportion of outliers (attending alternative provision, attendance issues/ school refusers and significant SEND)

Indeed, if the three high profile outliers are removed from the school's data, the remaining Pupil Premium cohort would have a significantly more positive Progress 8 score. These students were given extensive support, both academically and pastorally. Although the data would suggest that they have not achieved their potential, there are several examples of real success with these students.



KS3 MEG Score

School	Year 7	Year 8	Year 9
All	-0.16	0.07	-0.13
Disadvantaged	-0.09	0.22	-0.21
Non-Disadvantaged	-0.17	0.04	-0.10
Gap	0.08	0.18	-0.11

KS3 scores indicate a positive picture in a number of areas. In Year 7 and Year 8, and in a number of subjects across the school, PP students out-performed non PP students. This can be attributed to greater consistency with quality first teaching and learning as a result of high quality CPD, as well as the school's drive to implement the Pupil Premium Vulnerability Matrices in every classroom. In addition, improved use of assessment and data to highlight students' strengths and weaknesses has helped PP students close gaps more effectively.

Pupil Premium funding has been used to employ an additional Pastoral Practitioner to increase the team to three. This has increased capacity for these key staff to work directly with targeted Pupil Premium students to ensure that they are displaying positive behaviour in all aspects of school life. In 2022-23, the Pastoral Practitioners supported 16 Pupil Premium students, all of which are identified as some of the most challenging students in school. Improvements in attendance, engagement and behaviour were identified with nine students in this cohort, with the following programmes implemented to support them:

- 📌 Organisation
- 📌 Attendance
- 📌 Study skills
- 📌 Positive choices
- 📌 Decision making/consequences of actions

To ensure that as few students as possible leave school 'NEET' (Not in Education, Employment or Training), Pupil Premium students continue to be given appropriate careers advice from as early as Year 7 as part of the PD curriculum. In 2022-23, all disadvantaged students in Year 11 received support during the process of applying for post 16 provision during the academic year. For these most vulnerable and disengaged students, this included a parent and student afternoon whereby the families came into school to complete application forms and receive support to ensure that suitable courses and qualifications were being applied for. The Fernwood School is proud of its excellent record of successfully supporting students as they move on to further education. Indeed, there has been a positive trend in the percentage of students enrolling in appropriate post 16 courses, as indicated in the table below. Early indications suggest that another very high proportion of the Year 11 cohort has successfully enrolled on a suitable post 16 course(s) in 2023.



Academic year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% students enrolled in post 16 education	97.5%	99.0%	99.5%	99.3%	TBC

'Working Life Week' 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.

A considerable amount of effort and financial support has been put into giving disadvantaged students the opportunity to experience residential visits, including the Year 7 Sherwood Pines trip and the visit to Hagg Farm in Derbyshire. Indeed, the Hagg Farm visit proved to be an immense success, with a record number of 247 Year 7 students in attendance over the three-week period. This included 40 Pupil Premium students (74% of the PP cohort, compared to 82% of the year group in attendance), including some of our most vulnerable students in the year group who also have extremely high levels of special educational needs and disability. This is the highest proportion of Pupil Premium students that Fernwood has ever taken to Hagg Farm.

To provide additional support to our disadvantaged students regarding independent study, a successful Home Learning Club has been running throughout the academic year on Tuesdays, Wednesdays and Thursdays. The club is fully inclusive and provides all students with refreshments, as well as the facilities and resources to allow students to complete their home learning in a supportive environment. A targeted cohort of disadvantaged learners, identified by the pastoral team and by using the Horsforth Quadrant data, have been attending on a frequent basis throughout the year. This has had a positive impact on their ability to meet home learning deadlines as well as progress levels.

The Pupil Premium budget continues to provide financial support for extra-curricular activities and music tuition to families with the greatest need, as well as providing funding for students who wish to participate in the Duke of Edinburgh Award. Furthermore, as the cost of living increases, some funding has been used to provide essentials to a number of disadvantaged students, such as uniform, cooking ingredients and bus passes.