



The Fernwood School

High Achievement with Care & Discipline for All"

PUPIL PREMIUM STRATEGY STATEMENT

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Assistant Head Teacher leading on the Pupil Premium Strategy.

Approved: November 2023
Next review: November 2024
Status: Statutory



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The Fernwood School – Pupil Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1335
Proportion (%) of pupil premium eligible pupils	17.4% (249 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2023/24-2026/27
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Chris Gell, Headteacher
Pupil premium lead	Matt Hughes, Assistant Headteacher
Governor / Trustee lead	Kevin Beswick

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year £1035	£243,933
Recovery premium funding allocation this academic year £276	£64,032
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£307,965
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



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% as per the IDACI index. 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 quality first teaching, reflected in 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 well-structured CPD programme of training through our half termly Teaching and Learning Communities (TLC) meetings as well as focused meetings and INSET to firmly establish the core principles of our intent.

The school continues to implement and embed a 'Pupil Premium Vulnerability Matrix' in order to prioritise students in the cohort who are experiencing additional challenges. The matrices focus on identifying disengagement and linking this to those students who are most vulnerable and therefore where gaps are widest, by taking into account the following factors:

- 🦁 Levels of attendance/punctuality
- 🦁 Involvement of Social Care and Children and Families Direct
- 🦁 Extenuating circumstances with regards to home circumstances
- 🦁 SEND and/or health issues

The Assistant Head Teacher (AHT) with whole school responsibility for Pupil Premium will create and regularly update the Vulnerability Matrices, disseminating them to staff and overseeing their 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 Pupil Premium cohort to ensure that support and resources are appropriately allocated. When deciding how to allocate Pupil Premium funding, it is important to look at the context of our school, alongside research conducted by the EEF and other respected institutions. Common barriers to learning for disadvantaged children can include:



- ✿ Less support at home from parents/carers
- ✿ Limiting language and communication skills
- ✿ Lack of confidence
- ✿ Lack of resources and equipment
- ✿ Lack of motivation and aspiration – leading to attendance and punctuality issues

There are often complex family issues which can affect a child's ability to learn effectively. There is no 'one size fits all' approach and subsequently interventions and programmes need to be tailored to the needs of our students.

Overcoming barriers to learning is at the heart of our Pupil Premium funding use. We understand that needs and costs will differ depending on the barriers to learning our students face. We therefore do not automatically allocate personal budgets per student in receipt of the Pupil Premium funding. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Staff are fully involved in the analysis of data, so they can identify the students who require additional support.

Strategy Principles and Priorities

Core Aim – To narrow the attainment and progress gap between disadvantaged and non-disadvantaged students.

Principles & Priorities:

- ✿ To ensure that teaching and learning in all aspects of our curriculum meets the needs of all students and that they are provided with quality first teaching
- ✿ To ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✿ To empower staff to be involved in a needs analysis approach, so that they can identify barriers to learning and therefore have an influence on how pupil premium funding will be allocated. Staff are able to request funding to support students in overcoming these barriers
- ✿ To develop a positive culture of decreasing the 'gap' across all areas of The Fernwood School, especially Pupil Premium students
- ✿ To embed 'closing the gap' strategies across all aspects of the academic and pastoral curriculum, utilising a range of resources
- ✿ To empower staff with the skills and knowledge to 'close the gap' with appropriate interventions
- ✿ To promote the sharing of 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 Matrices 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 and targeted support.

Interventions at Wave 1 may include:

Wave 1 is focused on what extra support can be given within the classroom environment and direct action by a student's teacher beyond quality first teaching.

Wave 1 - Teacher	A1	Visit student regularly during lessons to check understanding and work
	A2	Target student with additional questioning in class
	A3	Provide more detailed feedback/targeted questions within marking
	A4	Require students to re-visit work following feedback to make improvements and corrections
	A5	Provide more regular/detailed verbal feedback in class
	A6	Engaging with student's parents/carers to give praise/set targets/discuss progress
	A7	Give the student regular and deserved praise (award points) for positive engagement and progress
	A8	Using a PLC (Personalised Learning Checklist) to identify areas for improvement
	A9	Provide differentiated resources (sentence starters/scaffolded/writing frame)
	A10	Ensure that student is working with peers of a similar or higher ability to maximise progress
	A11	Provide extra home learning and/or classwork/or refer to online learning resources
	A12	Give additional time to catch up work during break, lunch or after-school
	A13	Talk to student after lesson to check understanding
	A14	Provide the student with model answers
	A15	Provide the student with printed work, rather than require them to make notes
	A16	Provide student with a re-test due to previous poor performance
	A17	Include student in group work with pre-planned combinations of students within the class

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 faculty meetings at relevant points in the school year. Following calendared assessments and subsequent data input, FTLs can disseminate any CPD/intervention strategies to their teams in order to ensure that all are skilled in knowing how to implement strategies to overcome barriers. Feedback about the progress of the Pupil Premium 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 students are likely to be a higher priority on the Vulnerability Matrices.



Interventions at Wave 2 may include:

Wave 2 allows for additional intervention which will likely involve other adults such as FTLs or subject colleagues.

Wave 2 - FTLs	B1	Require attendance at curriculum-based intervention sessions – before school, tutor time, lunchtime or after-school
	B2	Move student to another group
	B3	Place student on faculty report card / achievement card
	B4	Provide bought in revision materials (e.g. flash cards, revision guides or workbooks)
	B5	Provide specific revision guides made as a Faculty or Department
	B6	Establish formal communication with parents to set targets and strategies to support
	B7	Request HOF to carry out learning walk
	B8	Consideration of tier of entry
	B9	Target student 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 interventions are therefore implemented (in addition to Wave 1 and 2) for students who remain significantly below their expected levels of progress and who require intensive support. These students are likely to be identified as the highest priority on the Pupil Premium Vulnerability Matrices.

Interventions at Wave 3 may include:

Wave 3 are implemented in conjunction with the earlier waves for high profile students. Usually this will involve specialist areas, the HoY and/or SLT as needed.

Wave 3 - HoY/SLT	C1	Student referred to HoY for appropriate pastoral intervention (parental meeting, pastoral practitioner support, report etc.)
	C2	Student referred to SEND team to address specific learning needs or to consider access arrangements
	C3	Student referred to Well-being Team where there are emotional or mental health needs identified
	C4	Student to attend home learning sessions (monitored by HOY)
	C5	Student provided with all resources for each subject
	C6	Student made the subject of a review meeting where multiple interventions are necessary
	C7	Request SLT to carry out a learning walk
	C8	Students and parents required to attend a meeting/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 Pupil Premium Vulnerability Matrices, by helping to prioritise those most in need of support and intervention
- ✿ Track a specified cohort of students who have been defined as the most vulnerable in their year group cohort and take responsibility for overseeing all aspects of their engagement with school: engagement, progress, attendance, punctuality, behaviour for learning, home learning
- ✿ Feed back to the Deputy Headteacher (Pastoral) and the AHT (PP) via the calendared QI meetings process about the progress of the targeted cohort



-  Lead and liaise with their team of tutors about the Pupil Premium cohort, in order to ensure that additional pastoral support is in place, as needed
-  Make appropriate referrals to school-based support as necessary (Pastoral Practitioners, Well-Being team, school nurse, school councillor) and external agencies

Challenges

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

Challenge	Strategy
<p>1. Attendance</p> <p>Although our school attendance figures are significantly above national average, there is a clear gap between the attendance of Pupil Premium students compared to non-Pupil Premium students.</p> <p>2022-2023:</p> <ul style="list-style-type: none">  National average – 90.7%  Nottingham City Schools – 89.9%  The Fernwood School – 91.4%  Fernwood Pupil Premium – 87.5%  Fernwood non-Pupil Premium – 93.0% <p>There are lots of factors that impact upon poor attendance which we aim to address. Some of these factors include access to uniform, equipment, travel costs, food costs, parental support, family routines, caring responsibilities, disaffection with education, poor relationships between home and school.</p>	<p>Lead Person – Jo Green (Deputy Head Teacher)</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 Pupils and Pastoral Officer will work closely with the Pastoral Deputy Head Teacher and PTLs to ensure that intervention is implemented for Pupil Premium students who are on an attendance 'watch list', with attendance consistently 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 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 95% and above.</p> <p>In addition, when Pupil Premium students are absent from school, they are a priority for follow up when parents are not maintaining communication with school as required. Furthermore, Pupil Premium students will also receive recognition for improved attendance rates, termly in the form of a letter/emails.</p>
<p>2. Engagement & access to the curriculum</p> <p>Although it is not the case with all disadvantaged students, school and national data indicates that Pupil Premium students often struggle to</p>	<p>Lead Person – Jo Eldridge (Deputy Head Teacher)</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</p>



<p>access parts of the curriculum due to a variety of factors:</p> <ul style="list-style-type: none"> ✿ Gaps in understanding (possibly compounded by poor attendance) ✿ Weak literacy skills often including reading ages below age related expectations; including poor comprehension of exam/assessment papers as they often don't have the literacy skills to interpret them ✿ Lack of metacognition and/or self-regulation strategies which can sometimes result in frustration and/or poor behaviour for learning and resultant behaviour sanctions ✿ Lack of confidence or low motivation - global learned helplessness (i.e. a belief that failure is inevitable) ✿ Lack of cultural capital due to lack of prior opportunities/experiences which can make it more difficult to understand contexts, concepts and links in a range of subjects. <p>These factors can subsequently lead to disengagement and disadvantaged students making less progress than their peers.</p>	<p>reading more regularly during tutor time and in their timetabled library lessons.</p> <p>During these library lessons, staff make use of a 'Bookopology Challenge' sheet and reading log to encourage pupils to read a range of genres of literature to enhance their experience of language, and explicitly teach 'tier two' vocabulary in order to close the literacy gap and enhance pupils' cultural capital.</p> <p>Students' reading is assessed at key points in years 7-9, allowing for support to be offered to students that may need additional help with their reading. Catch up literacy sessions are provided for identified pupils to support reading strategies from 'Love of Literacy' and link to the 'Visualise / Verbalise' reading strategies used in English lessons.</p> <p>The Fernwood School invested in the expertise and support from the 'Love of Literacy' organisation and literacy representative has also trained two members of the support team, who help to deliver literacy intervention either 1:1 or in small groups as appropriate. D.E.A.R days feature six times per year on the school calendar, where all staff share the telling of a fictional short story, a sequence of shorter narratives, or non-fiction extracts linked to the theme of the D.E.A.R day. Tutors discuss the themes of the texts with their tutor groups in order to inspire interest and continue discussion of themes presented in the literature chosen.</p> <p>Children are expected to, and encouraged to, read aloud in lessons. Teachers ensure a respectful climate for learning, and other students learn to listen to others' voices when reading.</p> <p>The Fernwood School library is open to all year groups across the week each lunchtime, ensuring that every student has open access to read widely across years 7 to 11.</p> <p>English prefects and aspiring prefects are used as reading mentors to inspire and encourage Year 7 readers.</p> <p>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. The mathematics faculty distributes calculators through a loan scheme and are establishing a scheme to recycle pre-loved revision guides for disadvantaged students.</p>
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	<p>In Year 11, a targeted cohort of Pupil Premium students will also be given focused tutoring in English and Maths with specialist tutors from the Kip McGrath organisation.</p>
<p>3. Behaviour</p> <p>Statistically, some students in receipt of the Pupil Premium present challenges with regards to behaviour and are overrepresented in sanctions. They may accrue more behaviour points in school than their non-Pupil Premium peers.</p> <p>For example: 2022-2023:</p> <p>The number of behaviour points issued from C2 detentions per student:</p> <ul style="list-style-type: none"> 🏰 Whole school incident rate - 1.59 🏰 Pupil Premium incident rate - 3.58 🏰 Non-Pupil Premium incident rate - 1.12 <p>Disadvantaged students were underrepresented in the top 100 students achieving the most achievement points with 14% being PP (compared to 19% of the school population).</p> <p>The school strives to avoid permanent exclusion and time in isolation (IER) as much as possible, however, there are times when a student needs firm sanctions and/or alternative provision in order to have an opportunity to succeed.</p> <p>In 2022-2023, DfE data with regards to suspensions indicate that they have been rising nationally. But Fernwood's data shows that year on year we have a steadier trajectory for whole school suspensions and suspensions for individual groups, such as Pupil</p>	<p>Lead Person(s) – Jo Green, Minna Morrill, Matt Hughes</p> <p>The school has invested heavily on Restorative Justice Approaches which now underpin all of the policies, procedures and strategies for managing behaviour across the school. 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 three Pastoral Practitioners who are heavily involved in working directly with a significant 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 to become successful learners and responsible citizens. They will focus specifically on providing 1:1 intervention, engaging with disadvantaged students during lessons and unstructured time, liaising with their parents/ carers and sharing information with the teaching staff to improve their engagement and achievement.</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 and will, therefore exhaust all options when managing student behaviour and engaging them in education.</p> <p>The AHT liaises closely with the Pastoral Deputy, PTLs and Pastoral Practitioners to monitor the behaviour of all Pupil Premium students. Regular discussions at PTL meetings regarding a year group's 'Pastoral Intervention List' allows for early identification and appropriate intervention for students causing concern. Weekly Key Stage 3 and 4 PTL 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.</p>



<p>Premium. However, the school suspension data for 2022-23 continues to highlight that a higher percentage of Pupil Premium students received a fixed term suspension compared to their non-Pupil Premium peers, as shown below.</p> <p>2022-2023:</p> <ul style="list-style-type: none"> Percentage of students issued with a fixed-term suspension – 6.05% Percentage of Pupil Premium students issued with a fixed-term suspension – 11.67% Percentage of non-Pupil Premium students issued with a fixed-term suspension – 4.72% 	<p>The AHT is also 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 and engagement across the school. It is also important, where possible, to have a representation of disadvantaged students within the Prefect Leadership Team. Indeed, over the last three years, disadvantage students have taken on responsibilities as either a Head Boy, Head Girl or as a supporting deputy.</p>
<p>4. Parental Engagement</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 aspirations 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>68.9% of PP parents attended parents' evenings compared to 86.3% of non PP parents in the year 2022-23. Parents of disadvantaged students are often less involved in their child's education and less supportive of school initiatives and support. This is shown through lower attendance to information events or parents' evenings, low engagement with phone calls/emails/meetings with school, and not providing consent/support with initiatives like tutoring or period 6 classes. This can be due to a variety of factors, including</p>	<p>Lead Person – Matt Hughes (Assistant Head Teacher)</p> <p>In an attempt to address this challenge, The Fernwood School has employed an AHT with whole school responsibility for raising the attainment of disadvantaged students in order to engage with these parents and drive the raising of attendance levels and aspirations 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 and their team of tutors) in order to provide a robust package of support. 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 and the team of tutors, he acts as a liaison between home and school, regularly contacting parents of Pupil Premium students to engage them in taking an active role with their child's progress and achievement.</p>



<p>working long hours, the parents had a negative experience at school themselves, a lack of confidence or caring responsibilities for younger siblings.</p>	
<p>5. Low Aspirations</p> <p>Some students at The Fernwood School have low aspirations which we are keen to address. Many do not fully realise that they have the capability of going on to study in higher education. They 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.</p>	<p>Lead Person – Amy Cannon (Assistant Head Teacher)</p> <p>This year, the school has appointed a full-time Careers Lead to support all students, especially those in Key Stage 4, with their post 16 and higher education opportunities. A significant focus will be placed on guiding Pupil Premium students to ensure that they have the correct information to make informed choices about their future. Each disadvantaged student will have a one to one meeting across the academic year, with appropriate follow up sessions organised if required.</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 2021, 99.5% of the Year 11 cohort went on to enrol on suitable post 16 courses. The picture was similarly positive in 2022 with 99.3% of students moving on to successful higher education placements. In 2023, we are expecting equally impressive figures as all Year 11 students successfully applied for a suitable post 16 destination.</p> <p>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 Careers Lead, 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. Any concerns regarding a student's post 16 choices results in 1 to 1 support from a member of staff to ensure appropriate applications are made.</p> <p>'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</p>



	<p>curriculum based activities for Years 7-9 during lessons which are linked specifically to work in the particular subject. Furthermore, as early as Year 7 during PD lessons and tutor time, students are encouraged to think about their future, about their aspirations and the qualifications and skills they will need in order to achieve their goals.</p> <p>Furthermore, there are careers events and activities throughout the year designed to support all students but with particular focus on Pupil Premium students. This includes trips to various places such as Confetti studios and Experian, talks by Nottingham College, Interview Skills Day and a Careers Convention. We want to ensure that our Pupil Premium students have exposure to a range of post-16 providers to support their aspirations and ambitions.</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 further education providers and universities as well as experiences with higher level apprenticeships and local businesses.</p>
<p>6. Lack of funding for equipment, resources and access to extra-curricular activities</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. 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>In addition, parents of some Pupil Premium students do not have the disposable income 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</p>	<p>Lead Person – Matt Hughes (Assistant Head Teacher)</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, laptops are provided to students requiring IT equipment to benefit their education and home learning. The school has serviced over 100 laptops with up-to-date software which are strategically distributed to Pupil Premium students from years 7 to 11. We provide 'Maths packs' containing all of the necessary equipment and we have a designated number of scientific calculators that can be loaned to those Pupil Premium students in need. In Key Stage 4, Pupil Premium students receive a free revision guide from a range of GCSE subjects.</p> <p>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 can also be given a revision pack containing highlighters, flashcards, pens and other equipment required to revise effectively.</p>



<p>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 a significant amount of Pupil Premium funding to supporting the cost of educational trips and visits for Pupil Premium students. The AHT liaises with the Head Teacher to decide on the amount of funding to be granted for each educational visit. Common practise 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>To ensure that all Pupil Premium students are given the opportunity to attend a trip or residential visit, the AHT liaises closely with the trip leader and key staff (e.g. PTL or tutor) to monitor the uptake from Pupil Premium students. These staff then speak to any students and their parents/carers who have not signed up to identify any barriers. If the child wants to go, financial support is then allocated based on the need of the individual.</p>
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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 attendance (Challenge 1)	<ul style="list-style-type: none"> The gap between Pupil Premium and non-Pupil Premium student's attendance will decrease, meaning PP students miss less learning time The current attendance gap is 5.5%. The aim is to reduce this to below 3%
Improved levels of engagement and access to the curriculum, leading to Increased attainment and progress (Challenge 2)	<ul style="list-style-type: none"> PP Progress 8 gap to reduce to -0.75 from -0.94 for the Year 11 cohort Progress can be seen in our APRI and whole school data analysis in Key Stage 3 and 4 As evidenced in our destinations data, an Increased number of PP students entering level 3 courses and going onto higher education and no PP student to be a NEET - led by our Careers Lead
More students with age-appropriate reading ages and reading comprehension improved in disadvantaged students (Challenge 2)	<ul style="list-style-type: none"> Data shows a smaller number reading below their chronological age Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity 7 between the scores of disadvantaged pupils and their non-disadvantaged peers Greater student engagement evidenced in lessons and book scrutiny <p>Our Literacy Coordinator has recently begun a series of literacy audits to determine the current successes and areas for improvement with whole school literacy. There is a focus on Pupil Premium students during student voice and during the whole-school audit. Over the next year, there will be a focus on improving literacy and sharing good practice, with a key focus on Pupil Premium students and their reading, writing and oracy. This will influence the school's strategy in the coming years.</p>
Increased engagement and improved metacognitive and self-regulatory skills among disadvantaged pupils across all aspects of school life (Challenge 3)	<ul style="list-style-type: none"> Number of behaviour points and sanctions issued reduces to allow for a greater emphasis on learning A reduction in the number of suspensions for Pupil Premium students The Pupil Premium Vulnerability Matrices allow staff to be confident when identifying levels of need and implementing appropriate Wave 1/2/3 strategies Teacher assessments, attitudinal data and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This



	evidence is supported by home learning completion data rates across curriculum areas
Increased Parental Engagement (Challenge 4)	<ul style="list-style-type: none"> ✿ Parents will feel more comfortable to approach the school and this will be seen through increased numbers attending events such as the careers evening and information evenings ✿ An increased number of Pupil Premium students attending interventions such as tutoring, period 6 revision sessions and academic mentoring as a result of parental consent and support ✿ Regular engagement with parent voice surveys, with appropriate actions/changes shared with parents ✿ Improved attendance of Pupil Premium parents at parents' evenings
Increased aspirations and greater awareness of post 16 and higher education opportunities (Challenge 5)	<ul style="list-style-type: none"> ✿ High levels of engagement from Pupil Premium students during the careers units in Personal Development lessons ✿ Improved numbers of disadvantaged students able to secure a work experience placement ✿ Increased levels of engagement during 'Working Life Week' ✿ All Year 11 students apply for suitable post 16 courses, reflecting challenge and aspiration ✿ An Increased number of Pupil Premium students entering level 3 courses and going onto higher education ✿ No PP student to be NEET
A greater sense of belonging within the school community and increased Cultural Capital (Challenge 4 and Challenge 6)	<ul style="list-style-type: none"> ✿ An increased number of disadvantaged students attending extra-curricular activities and school trips and visits ✿ Pupil Premium students/families are supported so there is no barrier to attendance at enrichment opportunities and educational visits ✿ Disadvantaged students are provided with the necessary uniform, resources and equipment so that there is no barrier to their learning and sense of belonging within the Fernwood family



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
Non-Disadvantaged	0.32	0.53	0.9	0.61	0.49
Gap	-0.3	-0.56	-0.79	-1.09	-0.94

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

The school has reduced 'the gap' between disadvantaged and non-disadvantaged students from 2022 to 2023. The reduction by 0.15 is a significant amount, however the gap remains larger than the national Disadvantaged gap (-0.74). 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.



Fernwood Pupil Premium Spending Plan 2023-24

The Fernwood School - Pupil Premium Spending 2023-24				Challenge Area Number	Focus
				1	Attendance
				2	Engagement & access to the curriculum
				3	Behaviour
				4	Parental Engagement
				5	Low Aspirations
				6	Lack of funding for equipment, resources and access to extra-curricular activities
Income			Total		
PP Allocation 2023-24	Taken from Censuse April 2023		£243,933		
Recovery Funding	Taken from Censuse April 2023		£64,032		
Total Income (PP funding is coterminous and spans over 2 academic years meaning the PP budget for 2023-24 is =)			£307,965		

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

1. High quality teaching. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

Challenge Area Addressed	Activity	Details	Cost	Evidence that supports this approach	Additional Funding Information
2, 3	Improving the quality of teaching & learning through TLC's	All PP students will benefit from high quality teaching and learning. A common form of support for teacher professional development is the school's Teaching & Learning Communities INSET sessions, taking place half termly. This money will be used to support this whole school training programme in which all teachers are supported to improve their pedagogy and delivery. A percentage of the salary of the Curriculum Deputy Head Teacher and AHT for Teaching and Learning will be subsidised by PP funding so they can spend time leading the whole school instructional training programme.	£35,000.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	
2,3	Recruiting and retaining good quality teachers	Providing all staff with additional PPA time to manage workload and prepare high quality lessons to benefit PP students and retain high quality teachers.	£75,000.00	https://www.gov.uk/government/collections/reducing-school-workload	
1	Pastoral staff and the attendance team responsible for monitoring and supporting students' attendance.	Tutors actively promote our expectations of high attendance and punctuality. Working alongside PTLs, they intervene when a student's attendance falls below expected levels. The attendance team calls home for each absence and a second phone call is made to disadvantaged cohorts later on the same day and will be a priority for follow up on the following days if absence continues. Persistent and severe absentees are discussed half termly in KS3/4 meetings to ensure action taken is consistent and rigorous.	No cost*		*This intervention is carried out by members of the Pastoral and Attendance Teams and funding for these staff is not taken from the Pupil Premium budget.
1, 3	Tutors and PTLs responsible for monitoring and distributing Fernwood Award points effectively.	Staff have received training and guidance regarding the consistent distribution of Fernwood Award points. As part of the guidance, staff are actively encouraged to target disadvantaged cohorts with points to promote engagement with the Fernwood Award. Tutors have access to data to monitor the accumulation of Fernwood Award points, with tutors actively involved in distributing 'perfect week' points and 'Tutor Commendations' to reward students who consistently meet expectations.	No cost*	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	*This intervention is carried out by members of the Pastoral and Team and funding for these staff is not taken from the Pupil Premium budget.
2	Improving formative assessment within lessons.	A core component of whole school CPD is the half termly TLC (teaching and learning communities) training programme. This year focussing predominantly on formative assessment, giving guidance and training on increasing whole class engagement. working with peers as part of assessment and also investigating how quality of feedback (through various methods beyond marking) can be timed to have more profound progress. This sequence of learning is based on significant research by the SSAT, and the EEF.	No cost*	https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/	*This training is delivered in school by Fernwood staff so no additional funding is required.
2	Maths Intervention	Intervention sessions (six per week) during tutor time for KS4 students with targeted Pupil Premium students identified to attend. This is delivered by two specialist Maths teachers. Maths and numeracy workbooks provided to all students to complete during weekly tutor sessions.	No cost*		*This intervention is delivered in school by Fernwood staff and their salaries are not subsidised by Pupil Premium funding.
2	Reading intervention	Catch up literacy sessions are provided for identified pupils from the NGRT taken in the summer term, including a 'Paired Reading Programme'. Reading Eggs (organised by SEND team) and 'Visualise / Verbalise' reading strategies are used and embedded into English lessons.	No cost*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	*This intervention is delivered in school by Fernwood staff and their salaries are not subsidised by Pupil Premium funding.
2	Reading programmes	Reading comprehension strategies can have a positive impact on students' ability to understand a text. A proportion of the Literacy Lead's TLR is used to ensure there is a sequenced and coherent reading plan; there is specific identification of PP students when considering the reading comprehension strategies in school.	£2,000.00	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4/ https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/	
Total Cost			£112,000.00		



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

2. Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

Challenge Area Addressed	Activity	Details	Cost	Evidence that supports this approach	Additional Funding Information
2	6th Session - Key Stage 4 academic support & targeted revision	Targeted Key Stage 4 students are selected for specific after school additional small group academic support sessions to offer additional support with revision and exam preparation.	£5,000.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
2	Easter Revision Programme	All Year 11 PP students are invited and encouraged to attend a two day GCSE revision school during the Easter holidays. A proportion of the Pupil Premium funding will be used to pay for staff to deliver these sessions during the holidays.	£1,000.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
2	English/Maths tuition (Key Stage 4)	Using PP funding combined with recovery funding and school led tutoring grants we will offer 1:1 tutoring in English and Maths for 15+ hours (via Kip McGrath) to PP students in Year 11.	£7,150.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
2	Nurture (enhanced support in Year 8)	A small number of students in Year 8 who are well below age related expectations upon entry will be taught in a small nurture group for the core subjects of Maths, English, Science, MFL and Humanities to support them in catching up with their peers. This class will be taught by experienced teachers in each subject and will be supported by higher level teaching assistants.	No cost*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	*This intervention is delivered in school by Fernwood staff and their salaries are not subsidised by Pupil Premium funding.
1, 2, 3	Pastoral Practitioners Support	Students with poor attendance and/or who are not consistently engaging with their education may require focused pastoral, behaviour and SEMH support to fully access the curriculum and attend specific interventions to support their development. The team of Pastoral Practitioners target a high proportion of disadvantaged students. Students at risk of permanent exclusion will also access this support, to help them reduce their number of suspensions. A percentage of the PP strategy funding will be used to subsidise the salaries of the Pastoral Practitioners.	£96,000.00	https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Total Cost			£109,150.00		



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

3. Wider strategies Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenge Area Addressed	Activity	Details	Cost	Evidence that supports this approach	Additional Funding Information
1,2,3,4	Employing a Pupil Premium Strategy Leader	A percentage of the AHT responsible for Pupil Premium's salary, along with the DH Teacher line managing Pupil Premium, is subsidised by the pupil premium funding	£60,000.00		
1,2,3,4	Employing a Looked After PP Plus Strategy Leader	A percentage of the Assistant Headteacher's salary (including On Costs) is subsidised by the pupil premium plus funding.	£5,000.00		
1	Uniform	All PP students have access to pre-loved school uniform, which is distributed to the families who need it to remove the barrier of having to purchase new uniform. In addition, PP funding can be used to purchase specific uniform items as required.	£1,000.00	https://neu.org.uk/press-releases/child-poverty-harms-childrens-educational-opportunities	
2	Edukey	To support with tracking PP students with SEN and ensure they get the required support and it is effective.	£2,000.00	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
2	Materials for DT	To pay for PP student's ingredients in cooking lessons and materials for DT projects so that students can access the full curriculum. In addition, PP funding has been used to purchase two cameras for PP students to access during GCSE photography.	£1,000.00		
2	Unifrog	This Careers software helps PP students research and plan their future studies and careers and helps raise aspirations and encourage students to aim high.	£1,800.00		
1	Alternative Provision	To reduce potential for PP students to become NEET so they can access education. A proportion of the PP strategy funding is used to subsidise Alternative Provision costs for disadvantaged students.	No cost*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour	*Although some of our Pupil Premium students receive alternative provision, the school does not use the Pupil Premium grant to fund this strategy.
2	Calculator loan scheme	PP students without ownership of a calculator in Maths lessons are allocated one so that they can fully engage with learning.	No cost*	https://neu.org.uk/press-releases/child-poverty-harms-childrens-educational-opportunities	* This strategy is funded within the Maths Faculty budget.
2	Educational visits, trips and events (theatres, concerts etc) - Support with costs.	Studies have shown that students learn by building on prior experiences. Many students have poor cultural capital and this can hinder their access to parts of the curriculum. We will allocate £25 to each student based on 300 students accessing this.	£10,000.00	https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/	
1	Transport Support	To purchase bus passes for PP students who are struggling to pay for transport to school	£1,000.00		
2	Revision Guides	For Year 10 & 11 students so they can revise effectively for all assessments in and out of school. This provision is funded through faculty budgets.	No cost		* This strategy is funded within Faculty budgets.
3	School Counsellor	To offer specialist counselling for identified PP students to promote good mental health and support them in being able to learn effectively.	No cost	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	*Although some of our Pupil Premium students receive this support, the school does not use the Pupil Premium grant to fund this strategy.
2,3	High quality Careers Education (Employment of a Careers and Aspirations Lead)	Gatsby Benchmarks require disadvantaged students to gain in depth career guidance. This will include 1:1 discussions and guidance, post 16 visits, guest speakers and work experience. Disadvantaged students are targeted by the Careers Lead as a priority group, including opportunities for work experience. To offer specialist careers advice to PP students to reduce the chances of them being NEET and to ensure they can access high quality educational opportunities.	£5,000.00	https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice https://www.gatsby.org.uk/education/programmes/supporting-parental-engagement-in-career-guidance	
		Total Cost	£86,800.00		

Total PP Expenditure	£307,950.00
Total PP Income & Recovery Funding	£307,965.00
Balance	£15.00