



The Fernwood School

High Achievement with Care & Discipline for All"

PUPIL PREMIUM IMPACT STATEMENT 2024-2025



Impact Statement: Review of outcomes in the previous academic year (2023-2024)

Pupil Premium Strategy Outcomes

This document details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

Using data from previous academic year's as well as this year's coefficients, the table below outlines the Progress 8 scores for 2023-24 and how this compares to previous cohorts:

School	2020	2021	2022	2023	2024 Est
All	0.45	0.76	0.43	0.42	0.53
Disadvantaged	-0.03	0.11	-0.48	-0.44	-0.44
Non-Disadvantaged	0.53	0.9	0.61	0.52	0.66
Gap	-0.56	-0.79	-1.09	-0.96	-1.10

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

- 📖 Implementation of the Pupil Premium Vulnerability Matrices to identify a student's level of need and degree of vulnerability in every classroom
- 📖 Appropriate pastoral and academic intervention strategies implemented for disadvantaged students (Wave 1/2/3)
- 📖 Improved use of progress data and analysis (Horsforth Quadrant and APRI)
- 📖 Targeted revision sessions for disadvantaged students in a range of subjects in the Autumn term
- 📖 Targeted revision sessions for disadvantaged students in a range of subjects in the Spring term
- 📖 Easter School – two-day provision during the Easter holidays for disadvantaged students
- 📖 A bespoke 'masterclass' programme during the GCSE examination period to ensure that disadvantaged students have access to purposeful and targeted revision sessions during the exam period

Although the school has not been able to close 'the gap' between disadvantaged and non-disadvantaged students from 2023 to 2024, the Pupil Premium cohort has seen some improvement in their Progress 8 score. Indeed, our disadvantaged students continue to outperform their national counterparts and are therefore achieving greater than the national average. The fundamental reason as to why the gap has not closed is because the school's non-disadvantaged students have made significant gains in their Progress 8 performance (+0.10).



The extensive work and support given to the school's Year 11 Pupil Premium students in the 2023-2024 academic year had a positive impact on the progress of a significant number of this cohort. 17 out of the 26 Pupil Premium students (69%) accessed the after school 'sixth session' revision sessions.

In addition, 11 of these students (42%) also regularly attended a weekly English or Maths Kip McGrath tuition session to support their progress in core subjects. Furthermore, 52% of the Pupil Premium cohort (compared to 64% of the non-Pupil Premium cohort) attended at least one day of the Easter School which allowed them to access structured and purposeful revision sessions during the holidays.

Cohort	All	11C	11D	11E	11F	11N	11R	11S	11W
All	63.4%	61.5%	66.7%	66.7%	75.0%	66.7%	39.3%	73.1%	59.3%
Male	59.0%	57.1%	61.5%	64.3%	71.4%	52.9%	41.2%	64.3%	69.2%
Female	67.3%	66.7%	72.7%	69.2%	78.6%	90.0%	36.4%	83.3%	50.0%
Pupil Premium	52.0%	80.0%	-	100.0%	75.0%	0.0%	50.0%	25.0%	0.0%
Non-Pupil Premium	64.2%	57.1%	66.7%	64.0%	75.0%	69.2%	36.4%	81.8%	66.7%
EAL	61.3%	72.7%	75.0%	66.7%	80.0%	66.7%	23.1%	75.0%	54.5%
Non-EAL	63.7%	53.3%	62.5%	66.7%	72.2%	66.7%	53.3%	72.2%	62.5%
SEN Support	42.9%	100.0%	100.0%	-	-	0.0%	0.0%	50.0%	33.3%
Non-SEND	64.2%	60.0%	63.6%	66.7%	75.0%	69.2%	44.0%	77.3%	62.5%

There were several mitigating factors which contributed to 'the gap' remaining significant, including:

- 🦁 A smaller cohort of Pupil Premium students
- 🦁 A proportion of outliers (attending alternative provision, attendance issues, significant emotional and behavioural needs)

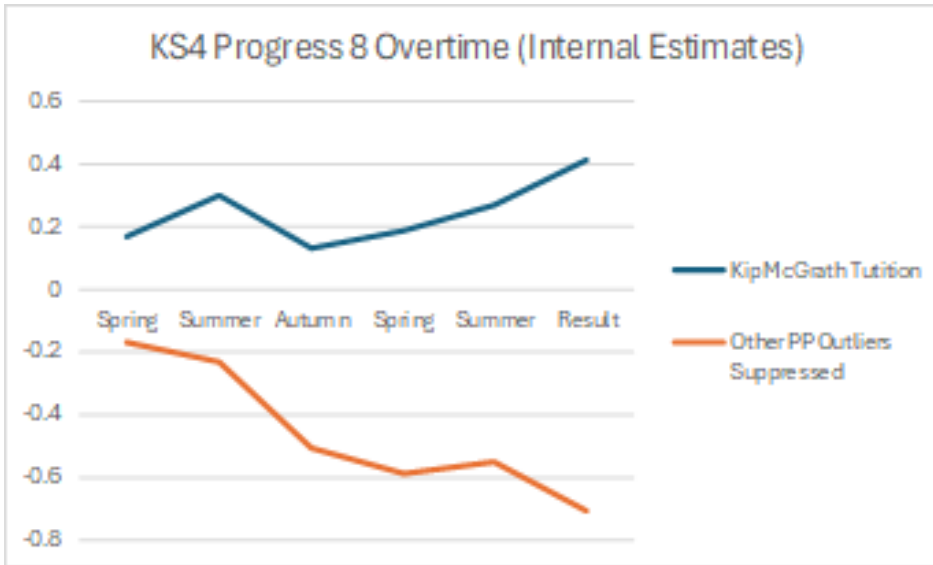
Indeed, if three high profile outliers are not included in the school's data, the remaining Pupil Premium cohort would have a significantly more positive Progress 8 score, as indicated in the data below.

Cohort	Disadvantaged	Non-Disadvantaged	Gap
Outliers Removed	0.02	0.64	-0.62

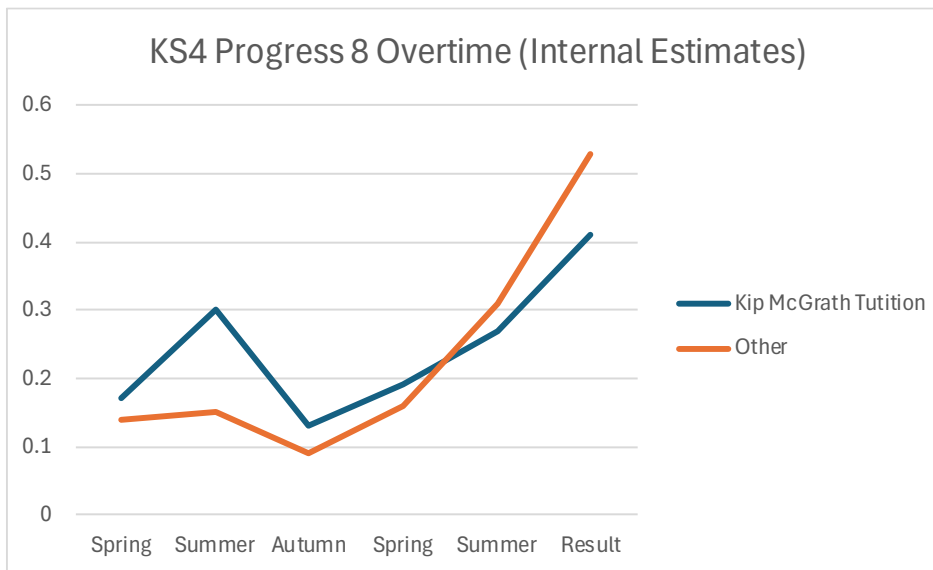
These outlying students were given extensive support, both academically and pastorally. Although the data would suggest that they have not achieved their potential, there are several examples of real success with these students, and they have all gone on to enrol on a purposeful and suitable post 16 college course.

With regards to the Kip McGrath tuition intervention, there is a clear difference in progress between the Pupil Premium students who engaged with this intervention compared to those who did not. Indeed, when the Kip McGrath cohort are compared with the other Pupil Premium students, there is a positive gap of +0.38.

When reviewing the 4Matrix progress scores throughout KS4, it is clear that the Kip McGrath cohort's performance increased over time, whereas the non-Kip McGrath Pupil Premium group declined. This is illustrated in the graph below.



The impressive and rapid rate of progress by the KM group (as shown in the graph below) confirms that this intervention was a significant success for these students, even if the rate of progress was not as steep as non Pupil premium students in the year group.



KS3 MEG scores

School	Year 7	Year 8	Year 9
All	-0.13	-0.25	-0.1
Disadvantaged	-0.16	-0.24	-0.06
Non-Disadvantaged	-0.12	-0.25	-0.11
Gap	-0.04	0.01	0.05



KS3 scores indicate a positive picture in a number of areas. Indeed, in Year 8 and Year 9, 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 and appropriate interventions in every classroom. In addition, improved use of assessment and data to highlight students' strengths and areas for development has helped PP students close gaps more effectively.

Pupil Premium funding was used to employ three full time Pastoral Practitioners. This 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 2023-24, the Pastoral Practitioners supported 15 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 ten 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 2023-24, all disadvantaged students in Year 11 received support during the process of applying for post 16 provision during the academic year. They were given priority one to one meetings with the school's Careers Advisor at the start of the academic year. For the most vulnerable and disengaged students, the Careers Advisor offered multiple meetings to help them during this process. 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. Last year's figure is an outstanding achievement, with 100% of the year group going on to suitable post 16 destinations. Early indications suggest that a very high proportion of the Year 11 cohort have successfully enrolled on a suitable post 16 course(s) in 2024.

Academic year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
% students enrolled in post 16 education	99.0%	99.5%	99.3%	100%	TBC

'Working Life Week' aims to inspire all students regarding their career aspirations. This includes curriculum based activities for Years 7-9 during lessons which are linked specifically to work in the particular subject, as well as purposeful work experience placements for Year 10 students, with Pupil Premium students given additional support in securing a placement. The support



provided by the school's Careers Lead and the Pastoral Team resulted in 55% of the Pupil Premium cohort in Year 10 attending a work experience placement, compared to 68% for non-Pupil Premium students.

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 262 Year 7 students in attendance over the three-week period. This included an impressive 45 Pupil Premium students (72.4% of the PP cohort, compared to 83.9% of the year group in attendance), including some of our most vulnerable students in the year group, some of which also have special educational needs and disability. This is the highest number 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. Indeed, 34% of the 94 students who have accessed Home Learning Club on a regular basis during the 2023-2024 academic year have been Pupil Premium students.

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.