



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 Headteacher leading on the Pupil Premium Strategy.

Approved: November 2025
Next review: October 2026
Status: Statutory



Contents

The Fernwood School – Pupil Strategy Statement.....	3
School Overview	3
Funding Overview	3
Part A: Pupil premium strategy plan.....	4
Statement of intent	4
Strategy Principles and Priorities.....	5
Wave 1.....	6
Wave 2	6
Wave 3.....	7
Role of the Pastoral Team Leaders (PTLs).....	7
Challenges.....	8
Intended outcomes.....	15



The Fernwood School – Pupil Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	The Fernwood School
Number of pupils in school	1548
Proportion (%) of pupil premium eligible pupils	18.9% (292 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 2025
Date on which it will be reviewed	October 2026
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	£313,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£313,900
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 The Fernwood School, 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 throughout the academic 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 factors that can often have a negative impact on the child's academic performance and highlighting vulnerable pupils who may need additional support, 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 Headteacher (AHT) with whole school responsibility for Pupil Premium creates and regularly updates the Vulnerability Matrices, disseminating the information to staff and overseeing their strategic use across subject areas and year groups. The AHT also contributes to the CPD programme to ensure that all staff have the knowledge 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
- 🌿 Limited language and communication skills
- 🌿 Lack of confidence
- 🌿 Lack of resources and equipment
- 🌿 Lack of motivation and aspiration – leading to attendance and punctuality issues
- 🌿 Lack of accessible role models
- 🌿 Lack of cultural capital experiences

There are also sometimes 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 are tailored to the needs of our students.

Overcoming barriers to learning is at the heart of our Pupil Premium funding allocation. 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 'narrowing 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 'narrow the gap' with appropriate interventions.
- 🌿 To promote the sharing of good practice of effective 'narrowing 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 Heads of Year (HOYs) and Assistant Heads of Year (AHOYs)

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

HOYs and AHOYs will:

- ☞ Contribute to the Pupil Premium Vulnerability Matrices, by helping to prioritise those most in need of support and intervention.
- ☞ Drive the Pupil Premium tutor attendance intervention strategy via the weekly pastoral year team briefings.
- ☞ Track their 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 required.



- Make appropriate referrals to school-based support as necessary (Assistant PTLs, 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>2024-2025:</p> <ul style="list-style-type: none"> 🏠 National average – 91.4% 🏠 Nottingham City Schools – 92.6% 🏠 The Fernwood School – 93.3% 🏠 Fernwood Pupil Premium – 87.7% 🏠 Fernwood non-Pupil Premium – 94.7% <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 Gray (Deputy Headteacher)</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 95%. The school's Attendance Lead works closely with the Pastoral Deputy Headteacher 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. To compliment this, each tutor prioritises one Pupil Premium student in their tutor group whose attendance falls between 85%-93% during the autumn term. The tutors then provide weekly intervention in the form of one to one discussions, praise for improved attendance and phone calls/ emails home to ensure that attendance is of high priority to the student and the parents/ carers for the remainder of the academic year. Furthermore, Assistant Heads of Year give priority to high profile Pupil Premium students if they have not arrived to school each morning by making phone calls home before 10am to query the absence. 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. The school has introduced a half termly attendance raffle to reward students</p>



	<p>who have good levels of attendance (+96%) or have shown significant improvements during a half termly period (+5%).</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 access parts of the curriculum due to a variety of factors:</p> <ul style="list-style-type: none"> ❖ Gaps in understanding (often 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>Lead Person - Jo Eldridge (Deputy Headteacher)</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 regularly during tutor time and in their timetabled library lessons.</p> <p>KS3 students have a library lesson every three weeks and they can borrow books to enjoy at home. During these library lessons, staff make use of a 'Bookology Challenge' booklet and reading log to encourage pupils to read a range of genres of literature. This enhances their experience of language, understanding of story structure, and explicitly teaches 'tier two' vocabulary in order to close the literacy gap and enhance pupils' cultural capital.</p> <p>Students in Years 7 to 9 are assessed each term using the 'Star Reading' test. The resulting reading ages and benchmarks are shared with parents/carers and teaching staff to inform targeted support for those who may require additional assistance with their reading. Interventions are tailored to meet the identified needs of individual students and may include programmes such as Catch-Up Literacy, Reading Eggs, Paired Reading, and Read2Dogs. Literacy support may be delivered on a one-to-one basis or in small groups, depending on what is most appropriate. In addition, all teachers use the 'Star Reading' data (reading ages and benchmarks) to identify students who need in lesson support or additional challenge.</p> <p>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>Furthermore, our school's 'Reading For All' school initiative ensures departments are teaching students to 'read like a subject expert' and departments have prioritised using specific reading strategies to support students in their lessons. Children are</p>



	<p>expected to, and encouraged to, read aloud in lessons and listen to teacher led modelled reading.</p> <p>The Fernwood School library is open to all year groups across the week each break and lunchtime, ensuring that every student has open access to read widely across years 7 to 11. It is also open to students after school from 3:00pm – 3:45pm each day to facilitate study time for students who find it more beneficial to work in school. English prefects and aspiring prefects are also used as reading mentors to inspire and encourage Year 7 readers. Alongside our library, we have a travelling book fair in school annually.</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 have implemented a scheme to recycle pre-loved revision guides for disadvantaged students.</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. Pupil Premium students may accrue more behaviour points in school than their non-Pupil Premium peers.</p> <p>For example: 2024-2025:</p> <p>The number of behaviour points issued for level 2 incidents per student:</p> <ul style="list-style-type: none"> 🏰 Whole school incident rate – 1.34 🏰 Pupil Premium incident rate – 2.43 🏰 Non-Pupil Premium incident rate – 1.06 <p>Disadvantaged students were underrepresented in the top 100 students achieving the most</p>	<p>Lead Person(s) – Jo Gray, Matt Rothwell, Matt Hughes</p> <p>The school has invested heavily in its pastoral system, ensuring that students have high quality support and are signposted and referred for additional help when needed. We now have 5 non-teaching Assistant Heads of Year (AHOYs) to support our Heads of Year and they focus on 3 strands; attendance, behaviour and safeguarding. At all times, pastoral leaders have a lens on the pupil premium cohort and their development plans and meeting agendas reflect this focus. We have recently revised our behaviour policy to ensure that it is fully inclusive and meets the needs of our students. Using inclusive strategies is 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 the team of AHOYs and they are heavily invested 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. They support some of the most disadvantaged students in school to ensure that they are meeting the standards required to become successful learners and responsible citizens. They focus</p>



<p>achievement points with 16.3% 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 2024-2025, 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 Premium. However, the school suspension data for 2024-25 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>2024-2025:</p> <ul style="list-style-type: none"> ❖ Whole school fixed term suspension rate – 0.06 ❖ Pupil Premium student's fixed term suspension rate – 0.12 ❖ Non-Pupil Premium student's fixed term suspension rate – 0.04 	<p>specifically on providing bespoke 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>A further strategy introduced for the 2025-2026 academic year is the implementation of the EFD mentoring programme, which targets 24 students across years 8-11. Nine of these students are disadvantaged and have been specifically included in order to give them increased provision to facilitate improvements in their attendance, engagement, behaviour and aspirations.</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 Headteacher and the wider pastoral team to monitor the behaviour of all Pupil Premium students. New systems are being developed this year to ensure that interventions are rigorously monitored and reviewed for the cohort most at risk of suspension. 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 suspension.</p> <p>There is also an effective Year 11 Prefect programme embedded across the school, 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 four years, disadvantaged students have taken on prominent responsibilities as either a Head Prefect or a supporting deputy.</p>
<p>4. Parental Engagement</p> <p>A significant contributing factor in the performance of some Pupil Premium</p>	<p>Lead Person - Matt Hughes (Assistant Headteacher)</p> <p>In an attempt to address this challenge, The Fernwood School has employed an AHT with whole school responsibility for raising the</p>



students is a lack of parental engagement. 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.

54.9% of PP parents attended parents' evenings compared to 84.7% of non PP parents in the year 2024-25. 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 such as Easter School or period 6 classes. This can be due to a variety of factors, including working long hours, the parents had a negative experience at school themselves, a lack of confidence or caring responsibilities for younger siblings.

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 Attendance Team, Key Workers, Well-Being Mentors, Heads of Year, Assistant Heads of Year 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 Head of Year, Assistant Head of Year and the team of tutors, they act 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.

Huge emphasis is placed on boosting student progress in Year 11, in the build up to their summer GCSE examinations. The school implements a robust package of intervention in the form of 'sixth session' revision sessions and a two-day Easter School. Parental engagement and support during this process is crucial. The 'sixth session' programme targets under-performing Pupil Premium students who are identified using the Horsforth quadrant following a data release and/ or mock examination results. A cohort of students is then guided towards attending these sessions and this is replicated for the Easter School. The AHT responsible for Pupil Premium ensures that parents/ carers of these students are well informed about the benefits of regular attendance so that they can encourage their child to engage with the support.

The AHT also liaises directly with a specific group of Year 11 parents and carers to offer a package of funded English and Maths tuition with 'ABC to A Level' for their child. Funding is offered for a weekly tuition session during a weekday evening or Saturday morning. The AHT provides the necessary support to ensure that parents and carers can book an initial assessment with 'ABC to A Level' and will monitor the subsequent attendance and engagement levels with this targeted provision. Any barriers and misconceptions regarding this support are dealt with by the AHT with responsibility for Pupil Premium. This programme will be rolled out to students in KS3 this academic year.



5. Low Aspirations

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 sometimes 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.

Lead Person - Amy Cannon (Assistant Headteacher)

We are keen to ensure that all students, no matter their background, has high aspirations. Some of our students may not realise they have the capability to go on to study in Further Education or even Higher Education. They may come from families where nobody has studied for post-16 qualifications, and we want them to see the whole variety of options available to them when they leave The Fernwood School. This includes A-Levels, T-Levels, BTECs, traineeships and apprenticeships. Due to this, they do not aspire to challenge themselves in education or have dreams about their future careers.

The school's full-time Careers Lead continues to support all students, especially those in Key Stage 4, with their post 16 and higher education opportunities. A significant focus is placed on guiding Pupil Premium students to ensure that they have the correct information to make informed choices about their future. Each disadvantaged student is given early priority at the start of each academic year by having a one to one meeting, with appropriate follow up sessions organised as required.

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 2023, 100% of the Year 11 cohort went on to enrol on suitable post 16 courses. The picture was similarly impressive in 2024 with 99.3% of students moving on to successful higher education placements. In 2025, we are expecting equally impressive figures as all Year 11 students successfully applied for a suitable post 16 destination.

The Personal Development (PD) curriculum has specific elements linked to careers to ensure that the students in Year 11 are given 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



	<p>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 in the form individual meetings with the careers Lead and weekly lunchtime 'drop-in' sessions. In addition, curriculum-based activities for Years 7-9 are implemented during lessons which are linked specifically to work in the particular subject. 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>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</p>	<p>Lead Person - Matt Hughes (Assistant Headteacher)</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 a significant number of 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. Students in Year 11 are also given a revision pack containing highlighters, flashcards, pens and other equipment required to revise effectively.</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</p>



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.

primary school. Furthermore, for families experiencing significant hardship, funding is used to provide new items of uniform.

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 Headteacher to decide on the amount of funding to be granted for each educational visit. Common practice is to offer a 50% discount to parents/carers who ordinarily find it challenging to fund the cost of the visit independently.

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 attend, financial support is then allocated based on the need of the individual.

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 ❖ Although the attendance gap has increased from the previous academic year, the PP attendance has seen a small improvement. The current attendance gap is 7%. The aim is to reduce this to 5.0% or below
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 continue to be below -0.60 for the Year 11 cohort (-0.38 in 2024-2025 based on internal school data) ❖ The school's PP cohort to continue to out-perform their national counterparts by +0.10 or better ❖ 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, by reducing the number of PP students below benchmark from 26% to below 20% ❖ Star Reading tests have provided staff with information regarding which PP students are below their expected reading ages. This information is now on Arbor ❖ Greater student engagement evidenced in lessons and book scrutiny ❖ All PP children to improve their reading age by at least one category following their targeted intervention <p>Reading Categories: Above Benchmark, At Benchmark, On Watch, Intervention, Urgent Intervention</p> <p>Following the literacy audits overseen by the Literacy Coordinator, a new initiative called 'Reading For All' has been launched across the curriculum. This initiative is our cohesive approach to improving literacy. There was a focus on Pupil Premium students during student voice and during the whole-school audit.</p> <p>Star Reading tests have identified pupils for 'Urgent Intervention' and 'Intervention'. These pupils will receive</p>



	<p>targeted and bespoke intervention. Alongside this, PP students amongst the 'On Watch' category have been identified and will receive additional intervention support. Further testing at the end of the academic year will hopefully show improvement.</p>
<p>Increased engagement and improved metacognitive and self-regulatory skills among disadvantaged pupils across all aspects of school life (Challenge 3)</p>	<p>The number of behaviour points issued for level 2 incidents per student:</p> <ul style="list-style-type: none"> ❁ Whole school incident rate – 1.34 ❁ Pupil Premium incident rate – 2.43 ❁ Non-Pupil Premium incident rate – 1.06 ❁ Number of behaviour points and sanctions issued reduces to allow for a greater emphasis on learning ❁ The Level 2 incident rate gap reduces from -1.37 (2024-2025) to -1.25 or below ❁ A reduction in the number of suspensions for Pupil Premium students leading to a narrowing of the suspension rate gap from -0.08 (2024-25) to -0.07 or below ❁ EFD mentoring programme results in improved engagement, attendance and behaviour data for the target cohort of 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
<p>Increased Parental Engagement (Challenge 4)</p>	<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, sixth session revision sessions and academic mentoring as a result of parental consent and support ❁ The sixth session attendance gap to continue to be below -5.0% (an impressive -1% in 2024-25) ❁ The Easter School attendance gap to continue to be below -10% ❁ The Kip McGrath engagement rate to continue to stay above the school PP figure of +20% (2024-25 – stood at 22%)



	<ul style="list-style-type: none"> ❁ Improved attendance of Pupil Premium parents at parents' evenings from 54.9% (2024-25) to +65% ❁ Regular engagement with parent voice surveys, with appropriate actions/changes shared with parents
<p>Increased aspirations and greater awareness of post 16 and higher education opportunities (Challenge 5)</p>	<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 to reduce the attendance gap from -13% (2023-24) to -10% ❁ 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
<p>A greater sense of belonging within the school community and increased Cultural Capital (Challenge 4 and Challenge 6)</p>	<ul style="list-style-type: none"> ❁ An increased number of disadvantaged students attending extra-curricular activities and school trips and visits ❁ Reduce the extra-curricular attendance gap from -17.5% (2024-25) to -15% or below ❁ 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



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. A more detailed spending plan can be found on our school website, using the following link: <https://www.fernwood.school/our-school/policies-and-statutory-information>

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 Headteacher, who oversees the spending of this aspect of the whole school budget.

Teaching (for example, CPD, recruitment and retention)

A proportion of the salary contributes towards the employment of an AHT with responsibility for Pupil Premium and a Deputy Headteacher responsible for the Line Management of Pupil Premium	£55,000
A proportion of the salary contributes towards the employment of an AHT with responsibility Teaching & Learning and a Curriculum Deputy Headteacher to coordinate and deliver the whole school CPD and training programme.	£25,000
Recruiting and retaining high quality teaching staff and providing them with additional PPA time to prepare high quality lessons to benefit PP students.	£60,000
Personalised Learning Pathways (Key Stage 4)	Within curriculum budgets

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

EFD mentoring programme for a cohort of students in years 8-11	£10,000
Kip McGrath English and Maths tuition for a cohort of Key Stage 4 students	£10,000
Literacy Support in the form of reading tests and appropriate intervention, coordinated by the school's Literacy Coordinator	£4,250
Two day Easter School programme, delivered by specialist staff in a range of subject which is available to all Pupil premium students	£3,000



Targeted and structured after school '6 th session' revision sessions, delivered by subject specialists in a range of subjects	£3,400
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

A proportion of the salary contributes towards the employment of five non-teaching Assistant Pastoral Team Leaders.	£60,000
School counsellor	No cost
A proportion of the salary contributes towards the employment of two Well-Being Mentors	£60,000
A proportion of the salary contributes towards the employment of a full time Careers Advisor who provides bespoke and targeted careers Guidance as well as a range of interventions to support student aspirations	£10,000
Residential Visits & Extra-Curricular Provision	£8,000
Revision Guides	No cost
Uniform, Bus Passes and other essential school resources	£3,450
After School Homework Club	£1,800

Teaching = £140,000

Targeted academic support = £30,650

Wider strategies = £143,250

Total budgeted cost: £313, 900