



Impact Statement: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This document details the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

Using data from previous academic years as well as this year's internal data, the table below outlines the Progress 8 scores for 2024-25 and how this compares to previous cohorts:

School	2020	2021	2022	2023	2024	2025 (Artificial)
All	0.45	0.76	0.43	0.42	0.60	0.36
Disadvantaged	-0.03	0.11	-0.48	-0.44	-0.27	0.07
Non-Disadvantaged	0.53	0.9	0.61	0.52	0.73	0.45
Gap	-0.56	-0.79	-1.09	-0.96	-1.00	-0.38

Although there is no national data to compare The Fernwood School against, based on internal tracking data, the 2024-2025 disadvantaged Progress 8 gap significantly reduced to -0.38. This represents a clear improvement from the previous academic year. Indeed, it is even more impressive when it is compared to the 2023-2024 national disadvantaged gap of -0.73. This would suggest that our disadvantaged students continue to significantly outperform their national counterparts and are therefore achieving greater than the national average. Furthermore, to achieve a positive progress score of +0.07 for our disadvantaged students reflects an excellent outcome for this cohort.

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 and Spring terms
- 🌿 Easter School – two-day provision during the Easter holidays for disadvantaged students



- ✿ Literacy intervention to specifically target the improvement of reading ability for a target cohort of 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

The extensive work and support given to the school's Year 11 Pupil Premium students in the 2024-2025 academic year had a positive impact on the progress of a significant number of this cohort. 41 Pupil Premium students (60% of the cohort) accessed the after school 'sixth session' revision sessions, representing 23% of students in attendance. This is compared to 69 students from the year group, representing 24% of students who accessed this provision. This -1% gap is a significant improvement from the previous academic year, recorded at -19%, representing a vast amount of progress. In addition, 15 of these students (22% of the Pupil Premium cohort) also regularly attended a weekly English or Maths Kip McGrath tuition session to support their progress in core subjects. Furthermore, 50% of the Pupil Premium cohort (compared to 41% 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.

Easter School	Monday	Tuesday	Overall
PP	28	32	34
Non-PP	118	108	124
Total	146	140	158

A major mitigating factor which impacted the school's Pupil Premium data in the 2024-2025 academic year was a significant proportion of outliers within the cohort, which included those attending alternative provision, those who were persistent/ severe absentees and those with prominent mental health difficulties or 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	0.19	0.45	-0.26



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.

KS3 MEG scores

School	Year 7	Year 8	Year 9
All	0.29	0.03	-0.23
Disadvantaged	0.24	-0.05	-0.29
Non-Disadvantaged	0.31	0.05	-0.22
Gap	-0.06	-0.10	-0.07

KS3 scores indicate a positive picture in all year groups. Indeed, in Years 7 to Year 9, and in a number of subjects across the school, PP students perform similarly to their non disadvantaged peers. 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.

As part of the school's literacy strategy, students in Key Stage 3 are categorised in to five distinct benchmark categories: Above Benchmark, At Benchmark, On Watch, Intervention, Urgent Intervention.

Our largest increase across Key Stage 3 is from 'At Benchmark' to 'Above Benchmark':

- 🌿 Year 7 - 25% of pupils were 'Above' and this has increased to 31% by the end of the academic year
- 🌿 Year 8 - 13% of pupils were 'Above' and this has increased to 25% by the end of the academic year
- 🌿 Year 9 - 30% of pupils were 'Above' and this has increased to 37% by the end of the academic year

Our main priority this year has been our 'On Watch' children. From the first round of testing, there were 106 KS3 children in 'On Watch' and 32 of those children were PP. In the second round of testing, 48/106 of those children had moved from 'On Watch' to 'At Benchmark', and nine of those children are PP (19%).



The first round of testing showed 30 children as in the 'Intervention' band. In the second round of testing, 12 children have progressed from 'Intervention' into the 'On Watch' band above and three of those children were PP (25%).

Pupil Premium funding was used to support the employment of four full time, non-teaching Assistant Heads of Year. This increased capacity for these key staff to work directly with targeted Pupil Premium students to ensure that they are engaging in all aspects of school life. In 2024-25, the Assistant Heads of Year supported 24 Pupil Premium students, all of which are identified as some of the most challenging students in school.

2024-2025																		
Enrolled Students Over Academic Year	Rate																	
	Level 1 Incidents		Level 2 Incidents		Level 3 Incidents		Level 4 Incidents		Level 5 Incidents		Total Incidents		IER Days		Suspensions		Exclusions	
Disadvantaged	10.48	5.29	2.43	1.37	0.51	0.34	0.04	0.02	0.00	0.00	13.46	7.02	1.78	1.18	0.12	0.07	0.006	0.01
on-Disadvantaged	5.20		1.06	1.37	0.16	0.34	0.02	0.02	0.00	0.00	6.44	7.02	0.60	1.18	0.04	0.07	0.001	0.01

2023-2024																		
Enrolled Students Over Academic Year	Rate																	
	Level 1 Incidents		Level 2 Incidents		Level 3 Incidents		Level 4 Incidents		Level 5 Incidents		Total Incidents		IER Days		Suspensions		Exclusions	
Disadvantaged	6.64	3.73	5.22	1.85	1.82	1.04	0.31	0.23	0.00	0.00	13.99	6.86	1.61	1.03	0.19	0.14	0.013	0.01
on-Disadvantaged	2.91	3.73	3.36	1.85	0.78	1.04	0.08	0.23	0.00	0.00	7.13	6.86	0.57	1.03	0.05	0.14	0.003	0.01

The extensive work completed by the school's pastoral team resulted in a number of significant improvements regarding the behaviour and engagement of our Pupil Premium cohort. As indicated in the table above, the following progress has been made during the 2024-2025 academic year:

- 🌿 Reduction in the rate of level 2 incidents from 5.22 to 2.43 per student
- 🌿 Reduction in the rate of level 3 incidents from 1.82 to 0.51 per student
- 🌿 Reduction in the rate of level 4 incidents from 0.31 to 0.04 per student
- 🌿 Reduction in the rate of total incidents (level 1-5) from 13.99 to 13.46 per student
- 🌿 Reduction in the rate of suspensions from 0.19 to 0.12 per student
- 🌿 Reduction in the rate of exclusions from 0.013 to 0.006 per student

These improvements can be attributed to the strong pastoral care across the school, whereby staff place huge importance on fostering positive relationships with the students. The overwhelming majority of students feel cared for and supported both academically and



personally. This student-centred approach has therefore culminated in a reduction in the number of behavioural incidents that took place during the 2024-2025 academic year.

During the 2024-2025 academic year, the school introduced a Pupil Premium tutor attendance monitoring initiative. In summary, this involved each tutor monitoring one child per tutor group for the spring and summer term. The target cohort of students had an attendance profile of between 87 – 93%. The tutor then provided targeted support on a weekly basis, in the form of phone calls, meetings, individual conversations, praise and the distribution of Fernwood Award points when the student had made improvements.

As a result, there were clear improvements regarding Pupil Premium attendance rates for a significant number of students. The table below indicates the improvements made in each year group. The only year group to experience a decline in attendance was Year 8. From the 60 students involved in this intervention, 38 Pupil Premium students improved their attendance rate with 16 of these students showing an increase of 1.5% or more.

	Year 7	Year 8	Year 9	Year 10	Year 11
Attendance (spring)	91.0%	90.4%	91.4%	89.0%	87.7%
Attendance (summer)	91.7%	90.1%	91.9%	89.6%	90.6%
Gap	+0.7%	-0.3%	+0.5%	+0.6%	+2.9%

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 Personal Development 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 2025.



Academic year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% students enrolled in post 16 education	99.5%	99.3%	100%	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 62% (42 students) of the Pupil Premium cohort in Year 10 attending a work experience placement, compared to 71% (220 students) for non-Pupil Premium students.

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.

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 an incredible number of 259 Year 7 students in attendance over the three-week period. This included an impressive 40 Pupil Premium students (82% of the PP cohort, compared to 84% 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, surpassing the previous year's record of 73%. All of these disadvantaged



students received financial support in order to attend, with 16 out of the 40 students receiving the full amount in order for them to attend.

The Pupil Premium budget continues to provide financial support for extra-curricular activities and music tuition to families with the greatest need. As a result, the gap between disadvantaged students and non-disadvantaged students with regards to attendance at extra-curricular activities has closed from 21.2% in 2023-2024 to 17.5% in 2024-2025. In the 2024-2025 academic year, nine students were provided with funding to support their involvement with DofE. In February 2025, a group of 15 Year 9 Pupil Premium students experienced a day trip to see a modern adaptation of Romeo & Juliet at the Belgrade Theatre in Coventry. This was fully subsidised by the Pupil Premium budget. Furthermore, as the cost-of-living increases, some funding has been used to provide essentials to a number of disadvantaged students, such as uniform, laptops, cooking ingredients and bus passes.