

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Fearnhill School
Number of pupils in school	603
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Tim Spencer
Pupil premium lead	Matt MacGuire
Governor / Trustee lead	Ruth Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,055 (expected)
Recovery premium funding allocation this academic year	£60,996 (expected)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260, 301 (expected)

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged students are the same as our ambitions for all other students: that they develop as 'Fearnhill Students', consistently displaying kindness, resilience, confidence and self-awareness.

We want them to make better progress than the average non-disadvantaged students do nationally, between Key Stage 2 & 4. We want them to achieve ambitious end points, including – but not limited to – an equal proportion of disadvantaged students achieving university places compared with all students nationally and a higher proportion of disadvantaged students achieving places at Russell Group universities than the national average for all students.

We want all our disadvantaged students to have the same opportunities when they leave Fearnhill as they would enjoy without the additional barriers associated with financial disadvantage.

The current pupil premium strategy works towards achieving these objectives using evidence-informed approaches to overcoming disadvantage. Firstly, this means prioritising high quality teaching for every student, in every lesson, every day. It means supporting teacher development, providing clarity on what great teaching looks like and having high expectations for all students. Secondly, we ensure there exists a programme of needs-led targeted academic support for any disadvantaged student who requires it. This support proactively identifies the needs of students early in their secondary school career and focuses especially on literacy and reading but is sufficiently agile to respond to a range of other possible needs. Thirdly, we employ a broad range of wider strategies that are likely to support disadvantaged students in accessing the curriculum and achieving well.

These three key principles are supported by close attention to effective implementation and evaluation to ensure that our strategy is constantly evolving and improving.

Challenges

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

Challenge number	Detail of challenge
1	Average prior attainment of disadvantaged students at Fearnhill is significantly lower than the national average, including their reading age.
2	Attendance of disadvantaged students prior to starting at Fearnhill is significantly lower than the national average.
3	Poor oral language and communication skills are common for disadvantaged students, and they often struggle with self-regulation.
4	Students' vocabulary knowledge is typically weak, including disciplinary vocabulary.
5	Students have limited opportunities to develop cultural capital
6	Students' aspirations and motivations are often low. Students lack the knowledge of the benefits of, for example, a university education or how to get to university.
7	Students often lack basic resources for learning and/or a home environment conducive to study.
8	The compound effects of the pandemic on school children have typically had the greatest negative impact on disadvantaged students.

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 rates of progress across all stages for all disadvantaged students	<p>Progress of PP students matches that of all other students nationally, across all Key Stages.</p> <p><i>Monitored by DH (PP Lead), HoKS and HoS via book checks, learning walks and assessment reports.</i></p>
Exemplary behaviour for learning is normal for disadvantaged students	Disadvantaged students receive fewer sanctions and more rewards as they progress through their school career. They

	<p>are no more likely to receive detentions or suspensions than any other students. The number of sanctions for disadvantaged students is low.</p> <p><i>Monitored by AH (Behaviour), HoKS & DH (PP Lead) via behaviour data and learning walks.</i></p>
Students demonstrate good oral language and communication skills	<p>Disadvantaged students practise and demonstrate good oral language and communication skills in every lesson. Speaking and listening skills are explicitly and consistently taught across the school. Pupils take advantage of additional opportunities to develop their language and communication skills outside of the normal curriculum.</p> <p><i>Monitored by SLT via learning walks and student voice</i></p>
Students' reading ability improves rapidly and consistently throughout their schooling.	<p>The reading age of disadvantaged students increases faster than their chronological age during Key Stage 3.</p> <p>Students develop their reading across the curriculum every day. Teachers regularly use evidence-informed approaches to developing reading.</p> <p>Student progress matches the progress of other students nationally from the same starting points.</p> <p><i>Monitored by HT, Head of English, Literacy coordinators, ISAs via reading assessments, learning walks and assessment reports.</i></p>
Attendance of all disadvantaged students improves over time.	<p>The attendance and PA figures for disadvantaged students match the attendance statistics for all students nationally.</p> <p><i>Monitored by AH (behaviour and well-being), attendance officer, HoKS, tutors via attendance reports.</i></p>
Disadvantaged students acquire a broader vocabulary and use disciplinary vocabulary fluently	<p>Students demonstrate improvement in their vocabulary in their writing and their speaking.</p> <p>Students can access challenging subject-specific reading materials (e.g. in assessments).</p>

	<p><i>Monitored by Head of English, Literacy coordinators and HoS via book checks, learning walks and vocab assessments.</i></p>
<p>Disadvantaged students develop cultural capital every day through the curriculum and a range of additional opportunities.</p>	<p>Students have equal representation on all trips, visits, drop-down days, and extra-curricular opportunities.</p> <p>The curriculum deliberately and explicitly develops cultural capital every day.</p> <p><i>Monitored by PP Lead, DH (Curriculum & extra-curricular clubs), HoS via curriculum audits, LM meetings and club/trip data.</i></p>
<p>All disadvantaged students have resources and an environment necessary for effective learning.</p>	<p>Student resources are monitored, and resources provided accordingly. All students have the resources they need, including a computer where required.</p> <p>Supervised breakfast club, library and IT facilities are available every day to disadvantaged students.</p> <p><i>Monitored by DH (PP lead), AHoKS via registers of relevant clubs and equipment audits.</i></p>
<p>Disadvantaged students have access to catch-up support following the pandemic.</p>	<p>Student learning gaps are identified through robust assessment and appropriate intervention is planned and delivered.</p> <p>Disadvantaged students make progress in line with other groups of students as a result of targeted support.</p> <p><i>Monitored by DH (PP lead), Seconded AH (Covid-response) and HoS.</i></p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £130,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extensive CPD offer to develop High-Quality Teaching</i>	There is extensive evidence that high-quality teaching is the primary means of overcoming most barriers to achievement in education. The approach adopted at Fearnhill promotes a range of approaches supported by evidence, for example Rosenshine's Principles of instructions and Evidence-Based Education's Great Teaching Toolkit.	1,3,4,6,8
<i>Shared approaches to developing speaking and listening skills (4 voices & SHINE)</i>	The EEF guide to improving behaviour in schools emphasises the importance of proactively teaching learning behaviours, using classroom management strategies and employing simple approaches to support good behaviour. The report also highlights the value of consistent and coherent approaches.	3
<i>Use of reciprocal reading across the curriculum to improve reading</i>	EEF toolkit identifies reciprocal reading as a fairly low-cost and reliable means of improving students' reading comprehension and overall reading at whole group level with FSM-eligible students.	1,4
<i>Explicitly teaching disciplinary literacy across the curriculum</i>	EEF report, Improving Literacy in Secondary Schools indicates the importance of literacy being developed in the specifics of each subject, rather than through development of general skills.	4
<i>Recruitment of subject specialists across the curriculum, ensuring curriculum breadth at KS4 especially.</i>	There is little evidence to suggest that non-specialists can deliver the curriculum as effectively as subject specialists. The challenge is ensuring effective recruitment of subject specialists in all subjects. The school is fully-staffed with subject specialists	1,4,5,8

	across the curriculum (except KS3 computer science).	
<i>CIAG curriculum</i>	The EEF report on the impact of careers education on improving young people's outcomes highlights that young people with a good understanding of what they need to do in school to achieve their career ambitions do a lot better economically later in life. Disadvantaged students are more likely to be uncertain about the best qualifications to support their ambitions.	6
<i>Employment of attendance administrator</i>	Poor attendance is recognised as one of (if not the) key non-academic barriers to educational achievement.	2
<i>Deployment of recruitment and retention points</i>	Attracting and retaining effective subject specialist teachers is a high impact strategy in terms of the attainment of disadvantaged students.	1, 3, 4,
<i>Trips</i>	Trips are a priority in terms of enriching the life experiences of our disadvantaged students. Support will be given to ensure equal opportunity to attend trips for disadvantaged students	5

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

Budgeted cost: £65,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Over-staffing to support one-to-one & small group tuition from subject specialists.</i>	EEF Guide to the pupil premium identifies targeted academic support as a valuable means of supporting students to catch up. We are more able to quality assure in-house tutoring than outsourced provision.	1,8
<i>KS3 literacy programme</i>	A suite of evidence-informed, needs-led tutoring programmes are delivered via carefully trained Inclusion Support Assistants, predominantly to students in Key Stage 3. This includes the use of the GL Progress Test for evaluation which has provided in-school evidence of remarkable progress over time.	1,3,4,8
<i>Provision mapping of support for disadvantaged students</i>	Our prior experience and evidence has demonstrated improved outcomes for students where provision is closely mapped.	1,8

<i>Intervention programme for KS4 students</i>	Additional support at the end of the school day to support students' revision and retrieval practice is well-supported, for example in the EEF guide to meta-cognition and self-regulation.	1,4,6,8
<i>Study skills development days at KS4 & 5</i>	EEF guidance indicates that improving students self-regulation and metacognition is the most valuable strategy for improving student performance over time.	1

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

Budgeted cost: £65, 075

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP champion	Planning, monitoring and evaluating provision for disadvantaged students requires constant close attention from a dedicated member of staff. We have seen multiple in-school improvements to provision and outcomes for disadvantaged students as a result of appointing a PP Champion.	1,2,3,4,5,6,7&8
Resources	It is self-evident that no student can learn effectively without access to appropriate learning resources, including suitable IT equipment.	7
Wider Strategies Fund	There are a huge number of very specific and bespoke strategies that are likely to help individual students achieve as well as possible. The Wider Strategies Fund allows teachers to apply for money for specific purposes (e.g. work experience opportunities or additional music lessons)	1,2,3,4,5,6,7&8
Access and participation in extra-curricular and enrichment opportunities	Arts and sports involvement and trips lead to a positive impact in EEF toolkit and broader qualitative impacts on personal development and cultural capital.	5

Total budgeted cost: £260,301

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcomes for disadvantaged students from last academic year:

P8= -.04 compared with +0.27 for all students at Fearnhill (national P8 figure = -0.03)

	PP	All
Eng P8	-0.19	0.12
Maths P8	0.31	0.3
Ebacc P8	0.51	0.49
Open P8	-0.35	0.14
Eng Avg Grade	3.73	4.3
Maths Avg Grade	3.92	4.3
Ebacc Avg Grade	3.31	3.72
Open Avg Grade	3.58	4.26
% Entered for Ebacc	19%	22%
5+ in En & Ma	12%	30%

(Targets for 2021 were based on disadvantaged students outperforming similar non-disadvantaged students nationally)

All in-school gaps between disadvantaged students and other groups closed in the data submitted for Teacher Assessed Grades. This bucked the national trend of disadvantage gaps widening.

Review of 2022-23 Priorities

1. Improved rates of **progress** across all stages for all disadvantaged students

Disadvantaged students at Fearnhill perform better than disadvantaged students nationally at GCSE and A level (see data above) and their performance is nearly in line with all pupils nationally.

1. Exemplary **behaviour** for learning is normal for disadvantaged students

Ofsted reported that behaviour of students is good with very few incidents of low-level disruption in lessons and judicious use of suspensions to support the school in having high standards.

3. Students demonstrate good oral **language and communication** skills

Lesson visits demonstrate that teachers use 'four voices' well to teach students how to speak clearly at the correct volume. SHINE is used to support students in focused and active listening. Students frequently are given opportunities in lessons and through performances and assemblies to develop these skills.

4. Students' **reading** ability improves rapidly and consistently throughout their schooling.

The provision for weak readers is strong and matched carefully to the needs of students. The Department for Education has asked to use Fearnhill as a case study school for good provision for reading. Students are well provided for. Reading strategies, such as echo reading, support the development of reading fluency at all levels.

5. **Attendance** of all disadvantaged students improves over time.

Attendance of disadvantaged students continues to be a priority. Careful tracking and intervention by pastoral staff has proven to be the most effective way of addressing this issue.

6. Disadvantaged students acquire a broader **vocabulary** and use disciplinary vocabulary fluently.

A range of strategies demonstrate that student vocabulary is improving. For example, more subjects now use regular keyword tests to test and teach vocabulary. Crucially performance in all subjects at GCSE and A level showed improvements from previous years suggesting that students' command of language has improved.

7. Disadvantaged students develop **cultural capital** every day through the curriculum and a range of additional opportunities.

Cultural capital is mapped within the curriculum and all subjects are able to articulate and demonstrate how they develop students' cultural capital. In a context of less funding for schools (in real terms), we have safeguarded trips, for example taking all of Y7 to London in October and providing several opportunities for students to visit universities. Disadvantaged students are more likely to attend extra-curricular clubs than other students in Years 8 & 9. In Year 7 students are equally well represented

8. **Aspirations** for disadvantaged students are developed through assemblies, PSHE, CIAG sessions.

15% of students in the sixth form qualify for FSM compared with 6% nationally. Outcomes at GCSE and A level support the case that students are aiming higher, with more disadvantaged students attending Russell Group Universities.

9. All disadvantaged students have **resources** and an environment necessary for effective learning.

Analysis of student PP resources fund and audit of student resources demonstrate that students do have access to the resources they need to learn well. More money is spent on provision of resources than ever before.

10. Disadvantaged students have access to **catch-up** support following the pandemic.

NTP funding continues to be directed towards catch-up for disadvantaged students. Internal data suggests that disadvantaged students are making progress more closely in line with national attainment.

Externally provided programmes

Programme	Provider
Breakfast club	Magic Breakfast

Further information

The Pupil Premium Statement aims to outline how we use the funding received to support disadvantaged students. However, every action that we take as leaders and teachers is aimed at eradicating the attainment gap between disadvantaged and non-disadvantaged students. All spending is shaped by this priority