

# Pupil premium strategy statement – Fearnhill School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	542
Proportion (%) of pupil premium eligible pupils	40% (216)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	January 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Tim Spencer
Pupil premium lead	Sonja Nunneley
Governor / Trustee lead	Ruth Mann

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,900
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£207,900

## 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. All year 7 students take a nationally recognised reading test and literacy progress test within the first few weeks of starting at Fearnhill. Numbers of Low Prior Attainers in year 7 are higher than the national average.
2	Attendance of disadvantaged students prior to starting at Fearnhill is significantly lower than the national average.
3	Higher than average numbers of students affected from 'home disadvantage' manifesting in low levels of confidence and high levels of anxiety require supportive interventions and reasonable adjustments before academic progress can be made.
4	Poor oral language and communication skills are common for disadvantaged students, and they often struggle with self-regulation.
5	Students have limited opportunities to develop cultural capital
6	Students' vocabulary knowledge is typically weak, including disciplinary vocabulary, this linked with lower writing skills, affects progress across all curricula.
7	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.
8	Students often lack basic resources for learning and/or a home environment conducive to study.
9	Access to external clubs and activities is limited for many disadvantaged students which can affect subjects such as music and PE GCSE where exposure and practice support better outcomes.

## 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 <b>progress</b> 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 HoD via book checks, lesson visits/deliberate practice and assessment dashboards following a data cycle.</i></p>
Exemplary <b>behaviour</b> for learning is normal for disadvantaged students	Disadvantaged students receive fewer sanctions and more rewards as they progress through their school career. They are no more likely to receive detentions

	<p>or suspensions than any other students. The number of sanctions for disadvantaged students is low.</p> <p><i>Monitored by HoKS &amp; DH (PP Lead) via behaviour data and deliberate practice.</i></p>
Students demonstrate good oral <b>language and communication</b> 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' <b>reading</b> 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>
<b>Attendance</b> 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 <b>vocabulary</b> 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>

Disadvantaged students develop <b>cultural capital</b> every day through the curriculum and a range of additional opportunities.	<p>Students have equal representation on all trips, visits, drop-down days, and extracurricular opportunities.</p> <p>The curriculum deliberately and explicitly develops cultural capital every day.</p> <p><i>Monitored by PP Lead, DH (Curriculum &amp; extra-curricular clubs), HoS via curriculum audits, LM meetings and club/trip data.</i></p>
All disadvantaged students have <b>resources</b> and an environment necessary for effective learning.	<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>

## 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: £103,950

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 &amp; 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>Rigorous reading and numeracy testing in Year 7 and implementation of appropriate KS3 interventions</i>	EEF report, Improving Literacy in Secondary School outlines interventions as an important vehicle to improving literacy standards. The report suggests schools proactively plan to support students with the weakest levels of literacy, particularly in Year 7 with high quality literacy interventions.	1,3,4,6
<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 across the curriculum.	1,4,5,8
<i>CIAG curriculum</i>	<p>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.</p> <p>Disadvantaged students are more likely to be uncertain about the best qualifications to support their ambitions.</p>	6

<i>Employment of Attendance Officer</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
<i>Increased pastoral support</i>	The growing pastoral needs of the students require funding for increased pastoral support to address daily student challenges as a result of growing anxiety issues and low confidence. Pastoral supportive interventions are required to ensure students' barriers to success are continually addressed.	3

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

Budgeted cost: £51,975

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Specialist, trained staff to support one-to-one &amp; small group tuition.</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>KS4 tutoring programme delivered by subject specialist teachers</i>	Targeted intervention for Year 11 students following analysis of mock exam data which runs as small group tuition (max group 5).	1,4,6,8
<i>Study skills development days at KS4 &amp; 5</i>	EEF guidance indicates that improving students' self-regulation and metacognition is the most valuable strategy for improving student performance over time.	1
<i>Music tuition for PP students delivered by specialists music teachers</i>	A programme to offer 1:1 music lessons for selected students.	5,8,9

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

Budgeted cost: £51,975

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Appointment of Attendance officer	Through a dedicated Attendance Officer, attendance of all students will be tracked and supportive interventions employed quicker to ensure that students are able to return to school.	2
Increased pastoral support	An increase in pastoral staff allows for more opportunities for mentoring, assessment needs and implementing interventions in response to the different needs of the cohorts.	3
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 extracurricular 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: £ 207,900**