

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fern House School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	70.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022
Date this statement was published	07.09.2021
Date on which it will be reviewed	07.07.2022
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,035
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,925

# Part A: Pupil premium strategy plan

## Statement of intent

Disadvantaged pupils at Fern House face a number of both generalisable and individual challenges and barriers to achieving their full potential.

It is our ultimate aim to reduce the number of barriers disadvantaged pupils face in order for them to successfully access all aspects of the curriculum offer and achieve their best in line with non-disadvantaged pupils.

Reducing associated unhelpful feelings and behaviours in relation to their individual social, emotional, mental health needs is key to our plan as it is from this basis that other barriers can be removed.

Using a holistic approach to teaching and learning, improving communication skills and increasing opportunities to experience a wider range of opportunities to enhance their cultural capital, our strategy plan aims to ultimately improve life chances and outcomes for all those classified as disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health difficulties, which impacts on ability to access the curriculum (poor learning skills) and personal development (including low self-esteem, mental health and difficulty with self-regulation)
2	Poor speech and language skills, including phonics, which impacts on reading, writing and vocabulary acquisition
3	Limited core skills, such as arithmetic skills, including the four basic operations. Limited standards of reading comprehension and reading motivation
4	Poor attendance and punctuality prevent some disadvantaged pupils from successfully accessing learning at school
5	Low access to resources, such as books, life experiences and enrichment opportunities
6	Parental engagement and lack of ability to support with learning and routines for some of our families

## 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
(1) Effective strategies in place to support pupils' social, emotional and mental health needs.	<ul style="list-style-type: none"> <li>• Pupils able to self-regulate more successfully and on more occasions.</li> <li>• Pupils are able to access their learning more effectively as a result of their SEMH needs being met.</li> <li>• Decrease in serious incidents recorded for pupils</li> <li>• Decrease in fixed term and permanent exclusions for pupils</li> <li>• Pupils benefit from therapeutic intervention and wellbeing activities, enabling them to be more confident and have higher self-esteem.</li> <li>• Pupils make good progress in SEMH assessment (THRIVE).</li> </ul>
(2) Strong speech and language skills, including phonics, which impacts on reading, writing and vocabulary acquisition.	<ul style="list-style-type: none"> <li>• Pupils are able to use language rather than behaviour to communicate how they are feeling and what they need.</li> <li>• Pupils are able to use phonics and reading skills effectively in their learning.</li> <li>• Pupils are able to make good progress in reading and writing (and this is evident in the Birmingham Toolkit (BTK) assessments).</li> </ul>
(3) Pupils to be making at least good progress in reading, writing and maths	<ul style="list-style-type: none"> <li>• Nearly all pupils make good progress in their learning (BTK analysis) and in their SEMH (THRIVE).</li> <li>• Pupils consistently produce a high standard of work across all subjects</li> <li>• Pupils are able to complete work independently</li> </ul>
(4) Improvement in attendance and	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' attendance to be closer in line with Na-</li> </ul>

punctuality	<p>tional and non-disadvantaged attendance (90%)</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils make good progress (see above measures).</li> </ul>
(5) Pupils have opportunities to visit/experience a wide range of social/cultural/sporting events and use relevant resources	<ul style="list-style-type: none"> <li>• Pupils visit places they would not usually be exposed to and can talk about their learning.</li> <li>• Pupils attend after school enrichment activities and engage in new experiences.</li> <li>• Pupils have access to learning resources at home and take advantage of these opportunities.</li> </ul>
(6) Parental partnership work is strong with all families and this benefits pupils with regard to learning and routines.	<ul style="list-style-type: none"> <li>• All parents are supportive of their role in setting routines and learning</li> <li>• All parents support the school in its work to enhance SEMH skills and academic learning.</li> </ul>

## 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: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue target setting to identify pupil targets and attainment and progress issues</p> <p>Continue data analysis carried out by teachers, AHTs and HoSs to analyse underperforming groups</p> <p>Termly progress meetings with DHTs to identify underachieving pupils and strategies identified</p> <p>Case studies in place for all pupils who haven't make good progress.</p>	<p>To ensure each teacher knows their pupils well is key to assessing where they are and what their next steps are. Support from leaders will encourage and enable teachers in assessing where gaps are and how these can be closed.</p> <p>As part of the school's SDP and on-going expectations for teaching and learning every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups.</p>	2, 3
<p>To continue to use CPD to ensure teaching is of an excellent standard</p> <p>CPD delivered to staff on pupil premium to ensure everybody is aware of who children are and agenda to target these children in order to close the gap.</p>	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>EEF research demonstrates that Quality First Teaching has the biggest impact on pupils' progress – it is vital therefore that our teaching staff have high quality CPD.</p>	1, 2, 3

Learning moderations and cross moderations.		
---	--	--

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adults (WM, STA) and class teachers to support disadvantaged pupils</p> <p>Additional adults for targeted individual support for reading, phonics, maths.</p> <p>Additional adults for 1:1 speech and language</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: pupils having clear goals/objectives; teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p>	2, 3
To continue to provide pupils with access to music therapy, art therapy and animal therapy	Therapy supports children to explore and express thoughts and feelings, nurture social interaction and communication skills, boost self-esteem and build resilience and increase awareness of themselves and others.	1
Staff at all levels to attend attachment training and THRIVE training.	<p>“The attachment theory highlights the importance of the relationship between children and their primary caregiver.” Louise Michelle Bombèr</p> <p>Understanding of attachment and THRIVE will support with meeting SEMH needs within the classroom through planning, teaching</p>	1, 2, 3

	approaches and responses.	
<p>Wellbeing mentors to continue to run social skills groups and 1:1 interventions for pupils</p> <p>Wellbeing Lead to continue to run Wellbeing Clinic</p>	<p>Positive mental wellbeing is essential if children and young people are to flourish and lead rich and fulfilling lives. It helps an individual's ability to recover more quickly from physical illness, increases life expectancy and reduces the likelihood that they will engage in behaviours which may put their health at risk. The opportunities to improve mental wellbeing through effective prevention and early intervention are clear and this should be reflected in local health and wellbeing strategy and action. <i>Public Health England</i></p>	1, 2
<p>To ensure disadvantaged pupils have books to take home to read during the holidays</p>	<p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.</p>	1, 2, 3, 5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise education visits and visitors	Pupils' horizons will be broadened and they will learn more about	1, 2, 5

(including residential)	culture, history and geography.	
Plan and implement whole school initiatives e.g., Career's fair, When I grow up? Enterprise Week	"We believe enterprise is vital to prepare children for the real world." Enabling Enterprise	1, 2, 3
Subsidise wellbeing activities - Barnfield's Riding Stables & The Elms Sports in School	Physical activity has been shown to have a strong and positive influence on mental wellbeing.	1, 2, 5
HoS in charge of attendance to liaise with EWO, transport and Social Services and support families in to overcome barriers to attendance through targeted family work	"Regular attendance at school gives you the best possible start in life and prepares you for the future." DFE	4
Organise coffee mornings for parents with a range of focuses and invite key members of the community	<p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p> <p>PEN report (22 November 2017) by the Sutton Trust states "relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do the activities.</p>	6



Offer breakfast for all pupils.	Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).	1, 2, 3, 4
---------------------------------	---	------------

**Total budgeted cost: £42,300**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	<p>A. No permanent exclusions and despite the impact of Covid-19, pupils did make Thrive progress.</p> <p>B. We utilised our smaller numbers to enable pupils to have more support. There are now only 2 pupils who require phonics.</p>

	<p>C. Covid-19 impacted on this heavily but progress is evident in Birmingham Toolkit</p> <p>D. Attendance continued to be tracked</p> <p>E. Covid-19 limited opportunities to do this but as soon as we could, we restarted Horse Riding.</p> <p>F. Online workshops and coffee mornings were utilised.</p>
--	--

## Further information (optional)

Our assessment for the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

Our internal assessments during 2020/2021 indicated that disadvantaged pupils' academic and wider SEMH development outcomes were in general below what was anticipated, however we aimed to mitigate the impact by our resolution to maintain a high-quality curriculum, even when pupils were not in school. We did this by using resources provided by Oak National Academy, providing Chromebooks for each pupil and closely monitoring online learning, providing follow-up support / challenge where needed.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, well-being and mental health to varying degrees. We used pupil premium funding to help provide well-being support and targeted interventions where required. We are continuing to build on that approach in our new plan.

The impact of all these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree we intended.