

Plans and Target projections for 2015-2016

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months.¹ Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel. Schools are free to spend the Pupil Premium as they see fit.

PUPIL PREMIUM

Key Priority: 2015-2016

To narrow the gaps between the key groups within the School and remove barriers to learning for specific disadvantaged groups – Pupil Premium

Expected Outcomes:

- Improved levels of engagement by pupils
- Improved levels of progress and attainment
- Improved attendance

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years
- been in care for 6 months or longer
- Children whose parents are currently serving in the armed forces.

In the financial year 2015/16, schools will receive £935 for each eligible secondary-aged pupil thus providing Ferndown Middle School with £58,200.

It is recognised that there were other pupils who, although they do not fit into one of the groups, still require support. Vulnerability in these cases could potentially stem from welfare and child protection issues, long term illness/injury, social issues, poor attendance, poor punctuality and poor behaviour. The school supports such pupils strongly and the overall spend on supporting vulnerable pupils is always considerably more than the PP grant.

Our aims with Pupil Premium funding are to:

Target One:

Support pupil self-esteem, attitude to learning and address social and emotional barriers to learning by increasing participation in the life of the school

Target Two:

“Close the gap” – by supporting vulnerable pupils so that there is a higher number of such pupils who achieve the expected level of achievement in Maths and English.

Target Three:

Increase attendance for Pupil premium children to 95% in the year.

Interventions

To achieve the targets, Ferndown Middle School has introduced enhanced support, available for targeted pupils within this target group. This offer will build upon the basic entitlement and may include a number of the following interventions and actions by the school:

Target one: Self Esteem Interventions:

- Actively support the engagement of Pupil Premium children in extra-curricular activities
- Financial assistance to enable Pupil Premium pupils to receive subsidised trips and visits
- Employ a part time Emotional Literacy Assistant
- A transition programme in preparation for transfer to year 5 and then into year 9
- School uniform grants

- Financial assistance with school trips and other costs within school
- Careers events with year 8 pupils
- Mentoring one to one scheme

Target Two: Attainment and Progress Interventions:

- Additional homework clubs at lunchtime and after school
 - Literacy catch up sessions during registration times
 - Intervention small groups for English and Maths additional to timetabled lessons
- Maths and English groups supported by specialist TAs
- Turnabout programme to improve reading skills

Target Three: Attendance Intervention:

- Support for parents who difficulty achieving regular attendance for their child. A individual programme will be discussed with parents.

If your child does not obtain Free School Meals, but may be eligible because of your family's income level, please contact Mrs Dale in the school office in confidence, to register them. Even if you do not wish your child to have the meals, this would mean that Ferndown Middle School could still claim Pupil Premium funding that can be used to support these interventions.

For further information on the Pupil Premium please see our Pupil Premium Policy.

Pupil Premium Planned spend for 2015-2016

The selection of strategies used at Ferndown Middle school is based on evidence from research in particular the SUTTON TRUST Toolkit. The follow have been identified as the most appropriate for the needs of the school.

Approach	Cost	Evidence estimate	Average impact	Summary
Meta Cognition and self-regulation	££	****	+8 months	High impact low costs
Feedback	££	****	+8 months	High impact low costs
Peer tutoring	££	****	+6 months	High impact low costs
Collaborative learning	£	****	+5 months	Moderate impact low cost
One to one	£££	****	+5 months	Medium impact high costs
Homework (secondary)	£	***	+5 months	Moderate impact low cost
Phonics	£	****	+4 months	High impact low cost
Small group	£££	**	+4 months	Moderate impact moderate cost
Behaviour intervention	£	****	+4 months	Moderate improvement for high costs
Reduced class sizes	££££	***	+3 months	Moderate impact high cost
Parental involvement	£££	***	+3 months	Moderate impact moderate cost

Strategies used across the school to support pupil premium and underachieving pupils.

- 1) Data tracking is used rigorously across the whole school and identifies all underachieving pupils. Gaps are identified and monitored between groups and action is taken where gaps are identified.
- 2) The greatest impact for us as a school is for all staff to be made aware of the pupils who are receiving Free School Meals and the Pupil Premium list
- 3) Monitoring of work by Pupil Premium pupils on a regular basis by Leadership Team and the Subject Leaders
- 4) **Effective teaching and learning** – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. Feedback and metacognition have been identified by the Sutton trust as having a high impact on pupil attainment. Staff training has been focused accordingly.
- 5) **Literacy support** – the development of good literacy skills is a whole school focus. Standardised scores are collected for every pupil in every year for reading and spelling. These are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to overcome the barriers.
- 6) **Numeracy support** – Numercon intervention has been introduced as a strategy. Subject Leader for Maths identifies individuals for support.
- 7) **The full range of educational experiences** – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and music.
- 8) **Good attendance** – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issues and need.
- 9) **Good facilities for supported homework** – the school considers this to be vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with lunchtime and after school provision to enable supported self-study.

Target 1: Support pupil self-esteem, attitude to learning and address social and emotional barriers to learning by increasing participation in the life of the school.

Intervention	Criteria	Frequency	Selection	Monitoring
Trips and visits £1500	Pupils who are in receipt of FSM at the time of the trip. For residential trips.	All years' trips.	<ul style="list-style-type: none"> The selection is based on FSM data. 	<ul style="list-style-type: none"> Monitored by the Finance Officer.
Transition Based on 2 TAS £200	Year 8 pupils who will find transition difficult.	Weekly for 4 weeks.	<ul style="list-style-type: none"> Pupils identified by teaching staff. Planned programme of visits to the Upper School and for staff from the Upper School to visit the Middle School. 	<ul style="list-style-type: none"> Feedback from pupils involved in the programme. Feedback from Upper School staff.
School uniform £500	Pupils from PP group are entitled to apply for uniform grant bi annually.	This is a bi-annual grant.	<ul style="list-style-type: none"> Pupils in receipt of FSM 	<ul style="list-style-type: none"> A record is kept by the school Parents are notified of their entitlement
Emotional Literacy Support Assistant £17,993	Pupils are identified as in need of emotional support.	Once a week for 10 weeks.	<ul style="list-style-type: none"> Teaching and Learning Managers identify pupils in need of support. 	<ul style="list-style-type: none"> Leadership team to monitor the progress and outcomes for these pupils.

Parent Support Advisor £23,292	Parents request support.	To be organised by the Parent Support Advisor.	<ul style="list-style-type: none"> • Teaching and Learning Manager may also refer 	<ul style="list-style-type: none"> • Weekly meetings with Head teacher.

Target Two: Close the gap” – by supporting vulnerable pupils so that there is a higher number of such pupils who achieve the expected level of attainment in Maths and English.

Intervention	Criteria	Frequency	Selection	Monitoring
Maths Small group support in Maths lessons using Teaching Assistants £15,576 £11,412	<p>The Maths subject leader identifies the group of children needing support.</p> <p>Additional maths support using Numicon Pupil Premium children who are struggling to make progress beyond level 3</p>	<p>During lesson time, TA support is deployed. TAs have been specifically trained for supporting in the lower end ability groups.</p> <p>Numercon intervention during the Autumn term to year 5 and year 6 both during timetabled maths lessons and some outside of maths lessons</p>	<ul style="list-style-type: none"> • All Maths lessons • Using data from Summer term assessments. Then use data throughout the year. 	<ul style="list-style-type: none"> • Monitored by the teacher. • Monitored by Maths Subject Leader • Progress checks for all children • Monitor data and identify improvements • Monitor data and identify improvements
Homework club Lunchtime and after school £858	<p>This support is for pupils who struggle to organise their homework.</p> <p>The children will be taught skills for independence, organisation, and research skills.</p>	<p>After school for one term for each child and then it is repeated.</p> <p>Homework work rooms are available at lunchtimes.</p>	<ul style="list-style-type: none"> • Children are recommended for the after school homework club. • Teaching staff refer to Teaching and Learning Managers and the 	<ul style="list-style-type: none"> • Monitored by the Learning Development Co-ordinator • Record kept of attendance • Record kept by teaching staff for

			<ul style="list-style-type: none"> • Learning Development Co-ordinator. • Teaching and Learning Manager and the Learning Development Co-ordinator refer via leadership team meetings. 	<ul style="list-style-type: none"> homework completed • Progress is monitored
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Target 3: Pupil Premium to meet expected 95% attendance

Intervention	Criteria	Frequency	Selection	Monitoring
Attendance Officer £18305	Pupil Premium pupils below the expected 95%	Daily checking, meetings arranged with parents, attendance checks half termly.	<ul style="list-style-type: none"> • Pupils identified via the register. Parents who contact the school for help. Referral by Teaching and Learning Managers. 	<ul style="list-style-type: none"> • Weekly meetings with Head teacher. Half termly checks.

Total funding;

Available £89,645