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# The Review Pupil Premium Ferndown Middle School 2016-2017

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## **Eligibility**

### **Ever 6 FSM**

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

### **Pupils adopted from care or who have left care**

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

### **Ever 6 service child**

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2016 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2016 school census.

### **Pupil Premium Planned spend for 2016-2017**

The following targets and strategies were identified as the most appropriate for the needs of the school. Total allocation for this academic year £64,835.

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## **PUPIL PREMIUM**

### **Key Priority: 2016-2017**

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

#### **Expected Outcomes:**

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

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 Pupil Premium grant.

#### **Our aims with Pupil Premium funding are to:**

##### **Target One:**

“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 Two:**

Support pupil self-esteem, attitude to learning and address social and emotional barriers to learning.

##### **Target Three:**

Increase attendance for Pupil premium pupils 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: Attainment and Progress Interventions:**

- Additional homework clubs at lunchtime and after school
- Intervention small groups for English and Maths additional to timetabled lessons
- Maths and English groups supported by specialist teachers and TAs

**Target Two: To remove some barriers to learning:**

- Actively support the engagement of Pupil Premium pupils in extra-curricular activities
- Financial assistance to enable Pupil Premium pupils to receive subsidised trips and visits
- Make sure Pupil Premium pupils are prioritised for Emotional Literacy support
- Employ a Pupil Premium worker to provide mentoring
- School uniform grants.
- To develop self-esteem through the Sky Sports programme

**Target Three: Attendance Intervention:**

- Employ an Attendance Officer to support for parents who have difficulty achieving regular attendance for their child. An individual programme will be discussed with parents.

**Target 1:** “Close the gap” on attainment and progress – by supporting vulnerable pupils so that a higher number of such pupils achieve the expected level of attainment in Maths and English

| Intervention  | Costs  | Rationale and evaluation  | What have we learnt for the future?  |
|---|--------|---|--|
| <b>Maths Small group and additional teaching support in Maths and English</b> | £35000 | <p>The aim is to provide additional support and teaching for pupils who are not making progress and/or not meeting the standard.</p> <p>The Teaching assistant support provided high quality intervention within the classroom as well as additional catch up support during registrations.</p> <p>The intervention teacher provided high quality support with small groups of pupils.</p> <p>The pupils were selected based on standardised scores in maths and English of 95 and below.</p> <p><b><u>Based on a tests providing standardised scores the following statements have been made:</u></b></p> <p><b><u>Maths</u></b><br/><b><u>Year 5</u></b> improved from entry data of 85.7 to 88.6</p> | <p>This will continue next year and an additional teacher will be employed to provide increased support in the classrooms for both English and maths. The intervention teacher will also teach some small groups for catch up. A new maths programme based on Singapore maths has been introduced into the curriculum. Year 6 pupils who did not close the gap last year will be targeted for additional support.</p> <p>Some pupils were tested further and identified for SEN support following these interventions. This has led to a more personalised programme of support.</p> |

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|  |  | <p><b>Year 6</b> improved from entry of 86.5 to 98 scaled score for SATS. The SATS improved from 21% on entry to 50% achieving the standard at SATS.</p> <p><b>Year 7</b> improved from 93.9 to 94.6 as a standardised score.</p> <p><b>Year 8</b> improved from 96.4 to 102.5</p> <p><b>English</b><br/> <b>Based on a tests providing standardised scores</b><br/> <b>Year 5</b> improved from entry data of 93.3 to 96.2.<br/> <b>Year 6</b> improved from entry of 98.4 to scaled score SPAG 102 and reading 102 Improved from 40% to SPAG 52% and reading 62% at the expected standard<br/> <b>Year 7</b> improved from entry score of 95.5 to 102.3<br/> <b>Year 8</b> improved from 96.4 to 103.5</p> |  |
|--|--|--|--|

**Target Two:** Support pupil self-esteem, attitude to learning and address social and emotional barriers to learning.

| Strategy   | Cost         | Rationale and Evaluation   | What have we learnt for the future?   |
|--|--------------|--|---|
| <b>To provide financial support for Trips and visits</b> | <b>£1500</b> | The aim of this is to ensure that disadvantaged pupils access the whole curriculum. The outcome was that all Pupil Premium pupils participated fully in trips and visits.  | This is worthwhile to ensure full access to the curriculum. Working outside of the classroom is a valuable experience.              |
| <b>School uniform</b>                                    | <b>£500</b>  | This strategy was to ensure that pupils receiving free school meals are provided with uniform subsidies.   | No change for next year.  |
| <b>Emotional Literacy support</b>                        | <b>£4800</b> | The aim is to support pupils needing emotional and mental health intervention. It is a research based programme delivered by a qualified member of staff.<br>The ELSA spent time with 17% of our Pupil Premium pupils (18 pupils) and this enabled the pupils to attend school and to access their learning. | This is an invaluable intervention for pupils. The programme is a research based programme and there is positive impact for pupils. |
| <b>Pastoral Support</b>                                  | <b>£5000</b> | The aim for this strategy was to provide individual pastoral support for pupils who have been identified by outside agencies.  | This intervention will continue because it is necessary to for the most vulnerable disadvantaged pupils. Outside agencies rely on   |

**Pupil Premium Funding September 2016 – July 2017**

|                              |              |  |  |
|------------------------------|--------------|--|--|
|                              |              | The outcome was that 55% (58) of our Pupil Premium pupils accessed the support.  | the school providing this support for the identified pupils.   |
| <b>Mentoring</b>             | <b>£2000</b> | The aim is for Pupil Premium pupils who are struggling to access school; These pupils are provided with one to one mentoring on a regular basis. The 15% (16) of our Pupil Premium pupils accessed pastoral support and therefore were able to participate fully in school.  | This will continue next academic year. Pupils benefit from access to individual support.   |
| <b>The reluctant Learner</b> | <b>£3000</b> | A group of pupils were identified as having low self-esteem, lack of engagement in school and some had poor attendance. The aim was to see an improvement in pupils' self-esteem, become better leaders and to become more confident and therefore see an improvement in their attendance and attainment.<br>For the pupils with poor attendance, their attendance improved, with two pupils demonstrating significant improvements.<br><br>100 % of the pupils taking part in the programme were seen to work better as a team, developed resilience, self-esteem and improved attendance (where attendance was low). | This programme is not suitable for the current year 8 and the desired outcomes will not be achieved. Therefore this programme will not run next academic year. |

**Target 3: Pupil Premium to meet expected 95% attendance**

| Intervention      | Criteria      | Rationale and evaluation  |  |
|-------------------|---------------|---|--|
| <b>Attendance</b> | <b>£13000</b> | The aim of this is to help maintain or improve the poor attendance of our Pupil Premium pupils and Non Pupil Premium pupils. The attendance as of July 2017 for Pupil Premium pupils was 95%. | Since this post has been in place the attendance for Pupil Premium pupils has increased significantly. The post will continue next year to help maintain good attendance for Pupil Premium pupils. |

**Extra support in school was no additional costs and as extra-curricular**

| Intervention      |  | Rationale and evaluation  | What have we learnt for the future?                              |
|-------------------|--|---|--|
| <b>Sky Sports</b> |  | The aim of this to promote a healthy and active lifestyle. As a result more | This will continue next year, but will no longer be sponsored by |

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|                      |  | pupils were involved in sporting activities.  | Sky Sports.  |
| <b>Careers Day</b>   |  | The aim of this was to enable pupils to be inspired for the future. Feedback from the pupils indicated that they would consider university in the future. | This will take place again next year to help inspire pupils to choose university as a future plan for their careers. |
| <b>Homework club</b> |  | Pupils were able to access computers and Teaching Assistant help, with the outcome that fewer pupils missed completion dates                              | This will take place again next year.  |