

Pupil premium strategy statement 2017-2018

Eligibility

Ever 6 FSM

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2017.

Children adopted from care or who have left care

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 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. The total amount allocated to the school is £2900. There are individual plans for LAC children.

Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 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 2017 school census.

Pupil Premium Planned spend for 2017-2018

The following targets and strategies have been identified as the most appropriate for the needs of the school. Total allocation for this academic year

£87,855

PUPIL PREMIUM

Key Priority: 2017-2018

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

It is recognised that there are 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:

Academic and progress in maths and English

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

Target Two:

Pastoral and emotional well being

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

Target Three:

Ensure that attendance for Pupil premium children continues to be at least 95% in the year. To focus on persistent absences.

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 includes the following interventions and actions by the school:

Target one:

- Identify Pupil Premium pupils for the maths and English intervention programme
- Offer additional homework clubs at lunchtime and after school
- Identify pupils for maths catch up sessions during registration times

- Support targeted pupils within some maths and English lessons

Target Two: Attainment and Progress Interventions:

Emotional well- being and social integration:

- 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
- Support from Emotional Literacy Assistant
- Pupil Premium worker to provide mentoring
- School uniform grants

Target Three: Attendance Intervention:

- Employ an Attendance Officer to improve attendance for persistent absenteeism.

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| 1. | | | | | |
| 2. Summary information | | | | | |
| School | Ferndown Middle | | | | |
| Academic Year | 2017-2018 | Total PP budget | £87,00 | Date of most recent PP Review | 22/11/17 |
| Total number of pupils | 555 | Number of pupils eligible for PP | 115 | Date for next internal review of this strategy | Annual |

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| 3. Barriers to future attainment | |
| In-school barriers | |
| A. | There is a progress gap between disadvantaged and non- disadvantaged pupils for maths and English. |
| B. | Emotional well- being is a barrier to learning |
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| External barriers | |
| C. | Low attendance is hindering progress for some pupils |

| 4. Desired outcomes | | | | | |
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| | | | | <i>Success criteria</i> | |
| A. | To close the progress gap between Pupil premium and non -Pupil Premium pupils for maths and English. | | | The gap between non disadvantage and disadvantaged progress reduces. | |
| B. | To improve emotional well- being and social integration in the life of the school so that pupils are uninhibited in their learning. | | | The emotional needs are removed so that progress and academic achievement can improve. | |
| C. | To improve attendance for the identified persistent absentees. | | | Persistent absences are reduced. Attendance overall improves. | |
| 5. Planned expenditure | | | | | |
| Academic year | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve teaching and learning for all pupils | Learning through deeper questioning and deeper tasks that require application. | This is based on research by Education Endowment Trust. Deeper questioning has an impact on deeper cognitive learning. | Whole staff training for all staff. Lesson observations and work scruitinies will monitor progress. | SLT and subject leaders | Data analysis termly. Monitoring throughout the year of books and through lesson observations. |
| Improve provision in the classroom for SEN pupils | Strategies identified by external tests for SEN pupils are to be embedded in the classroom. This is called WAVE 1 teaching. | The strategies are based on external tests that identify strategies for SEN pupils. | Whole staff training for all staff. Lesson observations and work scruitinies will monitor the progress. | SLT and SENCo | Data analysis termly. Monitoring throughout the year of books and through lesson observations |
| Total budgeted cost | | | | | No additional cost |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To improve academic achievement for identified disadvantage pupils. Pupils are selected for maths and English if they have a standardised mean score between 85-95 in either maths and/or English. | Intervention teaching for maths and/or English. The pupils have gaps in their knowledge and application. The additional, focused teaching in smaller groups will aim to close the gaps. | The pupils without specific, identified SEN needs are shown to progress when provided with additional, high quality teaching so as to close the gaps. | The pupils will be tracked for achievement and progress half termly. Each group will have clear targets. There is regular liaison between the intervention teacher and the teacher to ensure continuity of learning. Lesson observations will be completed regularly as will book | Maths and English subject Leaders. | Half termly |
| Additional Teaching Assistant support in the classroom and during registration time. To improve academic achievement for identified disadvantaged pupils. They are selected for maths and/or English if they have a standardised mean score between 85-95 in either maths and/or English. | The Teaching Assistant can support the teacher to deliver identified support within the classroom. | The pupils without specific, identified SEN needs are shown to progress when provided with additional, high quality teaching so as to close the gaps. | The pupils will be tracked for achievement and progress half termly. Each group will have clear targets. There is regular liaison between the intervention teacher and the teacher to ensure continuity of learning. Lesson observations will be completed regularly as will book scrunities. | Maths and English subject Leaders | Half termly |
| Total budgeted cost | | | | | £35,000 Teaching Assistant and Intervention Teachers |

iii. Emotional well being

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>All disadvantage pupils are provided with the opportunity to be included in trips and visits.</p> <p>On a Bi annual basis financial support is provided for the purchasing of uniform</p> | <p>To ensure that disadvantaged pupils access the whole curriculum. To ensure that disadvantage pupils benefit from the peer interaction and emotional well- being that is experienced through participating in a residential experience.</p> <p>To ensure that uniform is not a barrier to attending school.</p> | <p>Disadvantaged pupils need to be able to access all of the curriculum. Pupils benefit from residential trips through peer interaction and involvement in the life of the school.</p> | <p>Monitored by the Finance Officer. Free School Meals pupils who fit the criteria and apply to go on a trip will be financially supported as set out in the school trips policy.</p> | <p>Pupil Premium Support lead</p> | <p>Before each trip to ensure that disadvantaged pupils are included.</p> |
| <p>Disadvantaged pupils are supported emotionally to try to remove emotional barriers that are preventing learning.</p> <p>To support disadvantaged pupils through mentoring and pastoral support. To identify individual needs and mentor pupils to break down the barriers to learning.</p> | <p>Support provided by the Emotional Literacy Support Assistant. The programme is once a week for 10 weeks.</p> <p>Support individual pupils through mentoring.</p> | <p>This is a research based programme and is proven to improve emotional well- being.</p> <p>Mentoring is a programme shown to support individuals. The amount of work and type of work will vary depending on the needs of the individual.</p> | <p>The programme is monitored by the head teacher. ELSA to give feedback on a regular basis, the outcomes will be individual to the child.</p> | <p>Head teacher to monitor the impact.</p> | <p>The impact will be measured half termly.</p> |
| Total budget | | | | | £15,900 |

| i. Attendance | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To improve attendance for pupils whose attendance falls below the expected 95% and for pupils with persistent absenteeism rate of below 90%. | Employ Attendance Officer. | Research shows that regular attendance is vital for pupils to access the whole curriculum. | Daily checking of registers. Individual programmes in place to meet the needs of individual cases. Work with the external attendance service to check the attendance of the pupils causing concern. | Attendance Officer | Half termly meetings with head teacher to check data and actions taken. |
| To improve attendance of disadvantaged pupils. | Subsidise the cost of breakfast club for pupils where transport is now an issue due to a change in the school transport policy. | The breakfast club allows pupils to arrive in school on an earlier bus. | The Pupil Premium Lead will liaise with parents and ensure that pupils are not late for school because of transport issues. | Pupil Premium Lead. | This is reviewed half termly. |
| | | | | Total Budget | Attendance support £18,885 £1000 for support from Attendance service Subsidised breakfast club £500 |