

Ferndown Middle School Review of Expenditure of pupil premium strategy statement 2018-2019

Year 6 SATS attainment 2017-2018		
Year 6 SATS	<i>Pupils eligible for PP= 24 pupils in year 6</i>	<i>Pupils not eligible for PP</i>
% making progress in reading from entry	83%	92%
% making progress in SPAG from entry	91%	94%
% making progress in maths from entry	81%	87%
WHOLE SCHOOL PROGRESS		
% making progress in reading from entry	80%	91%
% making progress in SPAG from entry	82%	93%
% making progress in maths from entry	83%	91%

1. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To improve the SATS results in year 6 for maths and English	Whole school development of reading. Improved teaching of Spelling, punctuation and grammar. Embed further the 'Maths No Problem' scheme of work.	Attainment- improvements in reading, writing and SPAG. Reading up by 3% to 66%, writing by 3% to 66% and SPAG by 10% to 76%. Maths dropped by 10% to 55%. Progress- Maths 89% made expected and above expected progress. SPAG- Progress 98% expected or above. Reading- Progress 87% expected or above.	Reading results show an improvement. There is a consistent system for teaching reading across the curriculum. This has shown good results across the school. SPAG has shown the greatest improvements following adjustments to the teaching methods as well improving the resources available. Maths, pupils are continuing to find the reasoning papers for SATs difficult, this is in part due to lack of vocabulary as well as poor numeracy skills on entry.	£10,000

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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Maths /English	Intervention teachers employed to deliver small group work.	Year 6 Attainment- Maths 33% achieved the standard, English Reading 66%, SPAG- 76% Progress- Maths 73% (6 pupils below the expected progress standard) Reading 91%, SPAG 91%	For the next academic year Learning mentors have been employed, This will allow for more hours of support, also allow for learning mentors to work in the classroom. The school has selected researched based programmes for example success@arithmetic, also the reading programme will be based on a research programme for next year.	£35,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost £
1) All disadvantaged pupils to be given the opportunity to attend trips and residential trips.	Subsidised trips and visits for free school meals.	All Free School meals pupils were given the opportunity to participate in trips and subsidised residential trips.	Continue with this approach to continue to provide the opportunities to extend the curriculum.	
2) Reduce emotional barriers to learning by employing an ELSA.	Employ a trained ELSA support	Successful integration of pupils who find school difficult. No pupils who were in this group were permanently excluded. Engaged in school life.	This is an essential support for pupils. This will continue next academic year.	
3) Attendance support	Employ attendance Officer together with buying into outside agency support.	Attendance for whole school in line with National average. Concerns with a small, identified group from disadvantage background who are persistently absent.	In the next academic year the school will focus on the identified group to lower the percentage of persistent absence.	
				£35,000