

# Ferndown Middle School pupil premium strategy statement 2018-2019

1. Summary information					
School	Ferndown Middle School				
Academic Year	2018-2019	Total PP budget	£121,235	Date of most recent PP Review	27/11/17
Total number of pupils	594	Number of pupils eligible for PP	115	Date for next internal review of this strategy	July 2019

1. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Poor numeracy fluency on entry	
B.	Limited vocabulary on entry	
C.	To ensure that students do not become disengaged in learning in school and beyond the classroom	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Low attendance is hindering progress for 20% of disadvantage pupils	
E.	Limited parental engagement for a group of pupils	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved performance in maths	Pupils on the success@Arithmetic improve by 6 months in a period of 3 months.
B.	Improved performance in English	English- work shows a variety of vocabulary used in writing. Spelling 95% of pupils to make progress Reading 95 % of pupils to make progress.
C.	For disadvantaged pupils to be positive about their learning and engage fully.	To be involved in at least one extra-curricular activity, All pupils to demonstrate positivity in the classroom and also when talking about their learning.

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<b>D.</b>	To improve attendance for the identified persistent absentees.	<b>Persistent absences are reduced by 5%.</b>
<b>E.</b>	To improve engagement with an identified group of parents who currently have limited engagement with school.	<b>All parents from this identified group to engage positively with the school.</b>

## 3. Planned expenditure

<b>Academic year</b>	
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved use of vocabulary across the curriculum	All subjects to work together to plan the improved use of vocabulary.	Evidence from research shows that a high % of disadvantaged pupils start school with a third of the vocabulary compared to pupils from advantaged background. Research shows that it is difficult for disadvantaged pupils to catch up.	<ul style="list-style-type: none"> <li>• Training for all staff to ensure that vocabulary is a high priority.</li> <li>• Plan the curriculum to include strategies for all staff to use, so as to increase vocabulary for all pupils.</li> <li>• Practise using the vocabulary in all subjects across the school.</li> <li>• Monitor lessons and work books.</li> </ul>	Subject Leaders for English	Termly reviews of books, learning walks and lesson observations.

Training £2000

### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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To improve numeracy skills. To fill the gaps in knowledge and understanding.	Small group intervention Numeracy catch up programme called Success@Aritmetic	This is an evidence based programme that has been researched and delivered nationally.	<ul style="list-style-type: none"> <li>• Full training provided for staff.</li> <li>• Observations of group sessions.</li> <li>• Half termly tracking</li> <li>• Data checks</li> <li>• Pupil feedback</li> <li>• Book checks for progress</li> </ul>	C Hurst	<ul style="list-style-type: none"> <li>• At the end of each cycle of 10 weeks.</li> <li>• At the end of the academic year all progress data will be analysed.</li> </ul>
To improve inference as a reading skill	Inference in Reading. Working in small groups to improve reading for understanding.	This is an evidence based programme based in research.	<ul style="list-style-type: none"> <li>• Full training provided for staff.</li> <li>• Observations of sessions.</li> <li>• Half termly tracking</li> <li>• Data checks</li> <li>• Pupil feedback</li> </ul>	C Hurst	<ul style="list-style-type: none"> <li>• At the end of each cycle of 10 weeks.</li> <li>• At the end of the academic year all progress data will be analysed.</li> </ul>
To improve spelling ages	Small group intervention spelling scheme called 'Lifeboat'	This is an evidence based programme that has been researched.	<ul style="list-style-type: none"> <li>• Full training provided for staff.</li> <li>• Observations of lessons.</li> <li>• Weekly spelling tests</li> <li>• Pupil feedback</li> <li>• Half termly tracking</li> </ul>	SENCO	<ul style="list-style-type: none"> <li>• At the end of each term.</li> <li>• At the end of the academic year all progress data will be analysed.</li> </ul>

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Full time teacher to enhance classes and to support intervention groups English and maths.	Small group intervention and enhanced groups for English and maths.	Pupils given catch up time and	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Book monitoring</li> <li>Data analysis</li> </ul>	headteacher	<ul style="list-style-type: none"> <li>Half termly Books,data and lesson observations.</li> </ul>
<b>Total budgeted cost</b>					Cost of Learning Mentors £54,000 Cost of teacher- full time £34,000 Training Costs
<b>iii. Other approaches Engagement</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All disadvantage pupils are provided with the opportunity to be included in trips and visits. Disadvantaged pupils have uniform and required equipment for school.	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.  To ensure that uniform and equipment are not barriers to attending school.	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.	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.	Pupil Premium Support lead	Pupil Premium Lead will check before each trip to ensure that disadvantaged pupils are included.

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<p>Disadvantaged pupils are supported emotionally to try to remove emotional barriers that are preventing learning.</p>	<p>Support provided by the Emotional Literacy Support Assistant. The programme is once a week for 10 weeks.</p>	<p>This is a research based programme and is proven to improve emotional well-being.</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 before and after the session using the Emotional Literacy checklist.</p>
<p>To improve attendance for pupils whose attendance falls below the expected 95% and for pupils with persistent absenteeism rate of below 90%</p>	<p>Front office to complete daily checking of registers.</p> <p>Individual programmes in place to meet the needs of individual cases. To include home visits.</p> <p>Work with the external attendance service to check the attendance of the pupils causing concern.</p> <p>To provide a learning mentor for individual support, to help pupils to catch up on return from absence.</p> <p>Raise profile of the importance of good attendance and the expectations.</p>	<p>Research shows that regular attendance is vital for pupils to access the whole curriculum.</p>	<ul style="list-style-type: none"> <li>• Fortnightly monitoring of attendance data.</li> <li>• Meetings with Attendance Service.</li> <li>• Attendance Officer to attend assemblies and meeting with year Leaders.</li> </ul>	<p>Attendance Officer</p>	<p>Half termly look at data with head teacher.</p> <p>End of term review of data by groups including disadvantage groups.</p> <p>Feedback from pupils and staff as to the effectiveness of the mentoring catch up provision.</p>

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To improve punctuality for identified 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.
To provide career advice and aspirations for disadvantaged pupils.	Visits to Bournemouth University. Careers advice	To provide opportunities for the pupils to receive advice and guidance for their future careers. To inspire pupils for the future and to therefore value their education.	The Pupil Premium Lead to set up links with the university and other local companies.	Pupil Premium Lead	Reviewed following an event.
<b>Total budgeted cost</b>					<b>Attendance support £18,885</b> <b>ELSA time- £5000</b> <b>£1000 for support from Attendance service</b> <b>Subsidised breakfast club £500</b> <b>Trips and visits £5000</b>