

Pupil Premium Strategy Statement



Ferndown
Middle School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending on pupil premium had within our school.

School overview

Detail	Data
School name	Ferndown Middle School
Number of pupils in school	585
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Gill Allen - Headteacher
Pupil premium lead	Christine Hurst
Governor / Trustee lead	Jean Jarvis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,584
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,584

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and ensure that the activities outlined in this statement also support their needs.

The core of our approach is the high-quality curriculum and teaching. We ensure that the young people in our schools today are equipped with the knowledge and skills that will assure them of future success. Through our curriculum, we develop the character and learning skills for young people to have the confidence and ability to respond to changes around them. A high-quality curriculum delivered by highly trained staff is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to the needs of our young people including diagnostic assessment data, and knowledge from teachers and pastoral workers. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point needs are identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that their social and emotional needs are met.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers. The key skills have not been developed due to COVID restrictions and there are gaps in knowledge and skills.</p> <p>Assessments on entry to year 5, in the last 2 years indicate that between 50-59% of our disadvantaged pupils arrive below age-related expectations compared to 30-50% of their peers. Subsequent internal and external assessments show that this gap closes by around 20% during pupils' time at our school.</p>
2	<p>Assessments and observations with pupils indicate that disadvantaged pupils generally have lower reading ages than their peers. This impacts on their progress in all subjects.</p> <p>On entry to year 5, between 40-45% of our disadvantaged pupils arrive below age-related expectations compared to 30-32% of their peers. This gap closes by around 10% during pupils' time at our school.</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks. These pupils have lost the ability to work independently and collaboratively, this is indicated across the curriculum.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem.</p> <p>During the pandemic, teacher referrals for support markedly increased. The number of referrals to ELSA and our Counsellor has shown a sharp increase in the need for emotional well-being support.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils.</p> <p>19% of disadvantaged pupils have been 'persistently absent' compared to 9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils in SATS and exit data in maths and English.	<p>By the end of our current plan in 2024/25, 80% or more of disadvantaged pupils achieve the standard SATS.</p> <p>2024/25 year 8 outcomes demonstrate that 80% of disadvantaged pupils achieve 100 or more on the GL exit test.</p>
Improved reading ages among disadvantaged pupils across key stages.	<p>Data indicates that disadvantaged pupils accessed the reading material less frequently than non-disadvantaged pupils.</p> <p>Consequently, their reading ages are much lower. The school has invested in Accelerated Reader (a researched, evidence-based learning platform) Teachers are able to track progress and engagement.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are not able to monitor and regulate their own learning. Homework completion is lower than that for non-disadvantaged.</p> <p>Once strategies are put in place and tools are used to improve metacognition skills, teachers will monitor the improvements in the classroom and through book scrutinies.</p> <p>The completion of homework is monitored through the learning platform.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupils, parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Reduced numbers of pupils struggling with anxiety and stress. • Reduced number of referrals to ELSA and Counsellor.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£75,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Regular monitoring and analysis of the progress of all pupils. Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to be in meetings to discuss pupil progress to discuss potential barriers to learning and to obtain support in overcoming these. Leadership to ensure that all disadvantaged pupils are tracked and monitored effectively. 	<p>Standardised provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Staff to identify and plan accordingly for pupils falling behind.</p>	1, 2
<ul style="list-style-type: none"> Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. 	<p>The curriculum and teaching is planned to develop metacognitive strategies to help pupils to be able to work collaboratively, independently and creatively. This is evident in work scrutinies and through pupil interviews.</p> <p>Metacognition is based on research from EEF; evidence has shown that the development of metacognitive skills can bring progress of additional 7 months.</p>	3
<ul style="list-style-type: none"> Enhancement of our maths and English groups. Curriculum planning to ensure that the planning is progressive, differentiated and has specific objectives. We will fund additional SEND support to enable pupils to be fully supported in the classroom. The aim is to ensure that the teacher can embed the identified targets. 	<p>The curriculum plans are progressive and well researched. Teachers are trained and supported in the delivery of the curriculum.</p> <p>Teachers know how to assess and adapt their planning based on the needs of the children in front of them. This is monitored through book scrutinies.</p>	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a reading support programme to encourage reading. For pupils and staff to be able to track progress.</p>	<p>Accelerated Reader will provide the pupils with a selection of appropriate texts for their ability. Texts are followed by a short quiz testing the comprehension ability of the pupil. The pupils will then complete a longer test 4 times a year.</p> <p>The teachers are provided with a depth of data to aid their planning. This approach is supported by the teaching of reading in the classroom and by adults regularly listening to children reading. This approach is selected based on the evidence from research.</p>	<p>2</p>
<p>Individualised spelling programme that allows pupils to work at their level.</p>	<p>The Spellzone programme is used once a week in English lessons and followed up for homework. The programme is based on research and carefully chosen for the needs of the pupils.</p>	<p>2</p>
<p>Intervention teachers to support in maths and English groups across the year groups.</p>	<p>Targeted, individuals or small groups working on a specific knowledge gaps. This is for pupils who are low attaining pupils who are falling behind their peers.</p>	<p>1, 2</p>

Wider strategies

Budgeted cost: **£29,584**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that disadvantaged pupils have access to the full programme of extra-curricular activities including residential trips and visits.</p> <p>To ensure that all disadvantaged pupils have the resources required for school.</p> <p>Breakfast club and snacks to be provided for FSM children as and when necessary.</p> <p>Holiday club, catch-up activities.</p>	<p>It is important for well-being and health that pupils are involved in activity. Being part of an extra-curricular activity gives disadvantaged children a sense of belonging.</p> <p>It is essential that pupils have all the required resources for school to be fully engaged.</p> <p>Breakfast club helps to prepare pupils for the day and ensure that they have food to fuel them.</p> <p>To try to prevent the loss of learning during a long break. To provide more opportunities for cultural gain.</p>	4,5
<p>To provide access where necessary to Emotional Literacy Support or a Counsellor.</p>	<p>These are recognised and regulated approaches to supporting well-being and mental health. Through this targeted support, pupils will be supported to deal with their emotional wellbeing.</p>	3
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £147,584