

Pupil Premium Strategy Statement



Ferndown
Middle School

This statement details our school's use of pupil premium 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	613
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Grant Hopkins – Interim Headteacher
Pupil premium lead	Karen Jackson
Governor / Trustee lead	Paul Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP income £137,240 PP PLAC £23,130 = £161,050 I x TA cost = c£25k 32.5 hours SCP6 (24/25 only)
Recovery premium funding allocation this academic year	£0
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	£161,050

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 Reading and Writing attainment of disadvantaged pupils is generally lower than that of their peers. The key skills have not been developed 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.</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.</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% and 6% 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 2025/26, 80% or more of disadvantaged pupils achieve the same standard SATS as their peers.</p> <p>2025/26 year 8 outcomes demonstrate that 80% of disadvantaged pupils achieve 100 or more on the GL exit test as their peers.</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>SEL curriculum put in place to support the different learning needs of the children. Children are able to work with increased cooperation, team building and resilience. The skills learnt in these lessons are able to used across the curriculum,</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 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 2025/26 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 National Figures 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: **£80,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Termly 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 with the SLT 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. • To embed quality first Teaching and AfL strategies in the classroom practice of all Teachers. 	<p>AfL strategies provide reliable insights into the specific strengths and development points 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 and provide quick catch-up interventions to improve the attainment of those still catching up.</p>	1, 2
<ul style="list-style-type: none"> • Developing relational and self-regulation skills in all pupils. • This will involve ongoing teacher training and support and release time. • Implementation of the school's Relational approach to learning and behaviour • Continue with the Metacognition approach as previously recognised to have impact through the introduction of the SEL Curriculum across the school 	<p>The curriculum and teaching is planned to develop relational strategies to help pupils to be able to work collaboratively, independently and creatively. This is evident in work scrutinises and through pupil interviews</p> <p>SEL Curriculum is based on research from EEF; Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	3
<ul style="list-style-type: none"> • Curriculum planning to ensure that the planning is progressive, differentiated and has specific 	<p>The curriculum plans are progressive and well researched. Teachers are trained and supported in the delivery of the curriculum.</p>	1,2

<p>objectives.</p> <ul style="list-style-type: none"> We will fund additional SEND support to enable pupils to receive greater support in the classroom. The aim is to ensure that the teacher can embed the identified targets. 	<p>Quality first teaching is the premise of all PP strategies moving forward.</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 scrutinises. CPD for Teachers focus on AfL to upskill teachers in this area</p>	
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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>	2
<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>	2
<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>	1, 2

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> <p>Example of Funding this last academic year: Expenditure -</p> <table border="0"> <tr> <td>Sports clubs</td> <td>1,068.00</td> </tr> <tr> <td>Music lessons</td> <td>120.00</td> </tr> <tr> <td>Trips</td> <td>2,949.00</td> </tr> <tr> <td>Uniform</td> <td>872.69</td> </tr> <tr> <td>Cooking & fruit</td> <td>1,595.25</td> </tr> </table>	Sports clubs	1,068.00	Music lessons	120.00	Trips	2,949.00	Uniform	872.69	Cooking & fruit	1,595.25	4,5
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<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 officer 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										

Technology supports progress of our pupil premium students.	Sparx will support with academic progress. Use of technology such as laptops will support progress in the classroom and reduce some barriers to learning.	1,2,3
Further development of Relational and Restorative Practice	Relational and restorative practice supports the regulation of pupils and helps build a sense of belonging within the school environment.	All

Total budgeted cost: £153 084

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 summer results summary:

- ***Children (156 children 28 PP=17.9%)***
- ***The percent of total students achieving age related or above in reading, writing and maths combined was 44%, with the percent of pupil premium pupils being 36% (8% achievement gap)***
- ***The percent of total students achieving age related or above in reading was 70%, with the percent of pupil premium pupils being 60% (10% attainment gap).***
- ***The percent of total students achieving age related or above in writing was 55%, with the percent of pupil premium pupils being 39% (16% attainment gap).***
- ***The percent of total students achieving age related or above in Maths was 66%, with the percent of pupil premium pupils being 53% (13% attainment gap).***
- ***The percent of total students achieving age related or above in GPS was 61%, with the percent of pupil premium pupils being 46% (15% attainment gap).***

Year 8 summer attainment summary:

- ***(146 Children, 32 PP Children, 21.9%)***
- ***Pupil Premium Children - Reading 43% Writing 38% Maths 47% Combined 31%***
- ***Non-Pupil Premium children- Reading 69% Writing 62% Maths 73% Combined 53% at 5% above***
- ***Attendance: Pupil premium attendance was 88.5% average over the year with non-pupil premium being 93.5%***

