

Pupil premium strategy statement: Ferndown Upper School

1. Summary information					
School	Ferndown Upper School				
Academic Year	2016/17	Total PP budget	£81,735	Date of most recent PP Review	n/a
Total number of pupils	494	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Jan 2017

2. Current attainment from 2016 results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM	22%	68%
% achieving expected progress in English / Maths	28%	74%
Progress 8 score average	-0.82	+0.02
Attainment 8 score average	28.86	51.12

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills entering Year 9 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 9.	
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	
C.	Study, organisational and personal responsibility skills.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.	
E.	Parental engagement	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 9 pupils eligible for PP.	Pupils eligible for PP in Year 9 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected

		progress. This will be evidenced using ARTS assessments and English written assessments.
B.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Directors of Learning (DOLs).
C.	Study, organisational and personal responsibility skills are improved for PP students leading to increased progress for those students.	Reduction in the number of detentions set for homework for PP students as a result of homework club and pastoral manager interventions demonstrating improved organisational skills. Increased level of completion of homework and GCSE grades.
D.	Increased attendance rates for pupils eligible for PP leading to increased progress for those students.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 82% to 95% in line with 'other' pupils.
E.	PP parents are better supporting PP students' studies at KS4 leading to increased progress for those students.	Parents are using Go4 Schools pages to monitor and support their child's achievement. PP parents are attending parents' evenings and information evenings. As a result students are better supported at home leading to improved progress, which is in line, or better than non PP progress.

5. Planned expenditure

Academic year

2016/17

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?
A. High levels of progress in literacy for Year 9 pupils eligible for PP.	Implement a year 9 literacy programme. This is to be run with half of year 9 who have below average reading ages. These students will have five hours a fortnight of additional teaching.	Several PPG students have low literacy scores and enabling them to improve the reading and writing skills will enable them to better access the curriculum in year 9 – 11. In the past, through this programme, students have made better progress in English than those who have not been on the programme.	We will observe literacy lessons and regularly review the progress of these students in the groups. In particular, we will review the progress of PPG students with low literacy scores.	SEM	September 2017
B. Improved rates of progress across KS4 for high attaining pupils eligible for PP.	We will ensure all students with high KS2 scores are identified in pink folders by class teachers. Students who are also PPG will be marked in pink files. This is to ensure in lessons that these students are stretched to meet their high targets. FL will support these top achievers one-to-one throughout the year. There will be a push on after school provision and a late bus provided.	A key group of students for us to target as a school is our high achievers at KS2. They have very high targets at KS4 and can get overlooked by staff who focus on students lower down the ability range. We will promote after school study to this key group with a bespoke revision programme offered and late bus running each day.	SEB will meet regularly with FL to check on the progress of one-to-one conversations and the progress of high achievers more generally. DOLS will check that pink folders have these key groups PPG/high achievers marked and that these students are intervened with appropriately in the class. Causes for concern will be flagged up in RSPS and discussed with HODs. Intervention will be put in place to ensure good progress is made. SC will ensure the after school revision programme is offered and targeted to PPG/high achievers.	FL SC	September 2017

C. Study, organisational and personal responsibility skills are improved for PP students leading to increased progress for those students.	Run homework clubs, revision sessions, study centre before and after school provision, revision guides will be provided for all PPG students.	A key issue for our PPG students making progress is to continue their learning after the school day. Often these students do not have good support at home. By offering after school opportunities (revision sessions/study centre) and providing transport students will be more likely to extend their learning and improve their progress. Revision guides will allow them to have resources to revise at home after an extended school day.	SC will run the revision programme. CL will ensure an after school late bus is run. VLS will ensure that the study centre is open before and after school from 8am-4pm. Revision guides will be given out through departments – this will be organised by HODs.	RRE	September 2017
Total budgeted cost					£31,000
ii. Targeted support					
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?
D. Increased attendance rates for pupils eligible for PP leading to increased progress for those students.	Two pastoral managers will be employed to support years 9-10 and year 11. They will have a targeted group of persistent absentees, paying particular attention to PPG students. They will liaise with parents, the attendance service, hold attendance clinics which aim to better engage students in their schooling. They will offer appropriate pastoral support to improve attendance rates.	Good attendance links to good progress. Careful monitoring of attendance of the PPG group will ensure that this group have attendance rates that are in line with non-PPG. The interventions – phone calls, attendance service/clinic and pastoral support are proven to improve attendance rates.	Pastoral managers will meet regularly with the PPG lead to review the attendance of this key group.	Pastoral Managers/ RRE	September 2017
Total budgeted cost					£59,000
iii. Other approaches					
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?

<p>E. PP parents are better supporting PP students' studies at KS4 leading to increased progress for those students.</p>	<p>Uniform grants, music lessons, improved tracking systems, careers guidance, learning mentor (ELSA).</p>	<p>PPG students and their parents will be given extra support to help them both engage with the school. We will set aside funding for uniform issues, music lessons, careers appointments and for emotional support for these students. This is to enable us to provide the support that several non-PPG students get at home. The improved tracking systems (G4S) will enable parents to see attendance, homework and progress information on their child. We will ensure that all PPG parents know how to use this system.</p>	<p>Pastoral managers will have these funds as their toolkit for support PPG parents and students. This will allow us to gain better engagement from PPG students and their parents. We will regularly review the use of G4S and the attendance to parents' evenings as a marker of success. Parents will be better supporting students at home as they will feel supported (financially and with information) by the school.</p>	<p>RRE CL</p>	<p>September 2017</p>
Total budgeted cost					<p>£37,000</p>

6. Review of expenditure				
2016/17 – Impact to be assessed following August 2017 results				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>		
% achieving 5A* - C incl. EM	48%	69%		
% achieving expected progress in English / Maths	48%	73%		
Progress 8 score average	-0.15	+0.35		
Attainment 8 score average	39.24	50.12		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. High levels of progress in literacy for Year 9 pupils eligible for PP.	Implement a year 9 literacy programme. This is to be run with half of year 9 who have below average reading ages. These students will have five hours a fortnight of additional teaching.	86 students had literacy intervention last year. 29 (there are 42 PPG students in year 9) of these had pupil premium funding. Current progress 8 score at the end of year 9 for the literacy groups was -1.1 whereas for year 9 as a whole was -1.4 Therefore the literacy group students made better progress across all their subjects that the year group as a whole.	Student feedback has told us that calling this 'literacy' is not viewed well. We have taken the decision to call this 'English enrichment' next year so that lessons can have a more positive connotation. The literacy lessons are obviously effective at improving both the literacy levels and the overall progress of these students.	
B. Improved rates of progress across KS4 for high attaining pupils eligible for PP.	We will ensure all students with high KS2 scores are identified in pink folders by class teachers. Students who are also PPG will be marked in pink files. This is to ensure in lessons that these students are stretched to meet their high targets. FL will support these top achievers one-to-one throughout the year. There will be a push on after school provision and a late bus provided.	The progress gap between PPG and non-PPG is closing as follows: Maths: -0.57 English: -.046 EBac: -0.26 FSM gap is: Maths: -0.33 English: -0.05 EBac: -0.06	The gap is closing between PPG and non-PPG. This is within the context of higher achievement for all students in the school. There is still a gap between the progress of PPG and non-PPG students so again we need to consider closely how we use the funding. The gap between FSM students and non-FSM students is also closing. This gap is less significant than the PPG gap. This shows us that we need to think about how we work with students from forces families, and those who are now off of FSM but were FSM in the past.	

C. Study, organisational and personal responsibility skills are improved for PP students leading to increased progress for those students.	Run homework clubs, revision sessions, study centre before and after school provision, revision guides will be provided for all PPG students.	On average 15 students used the study centre after school every day. Of these 4 students were PPG. £1,000 worth of revision guides were provided to PPG students.	Engagement of parents has increased through the use of G4S. The work we did to get parents engaged on-line and face-to-face resulted in a year 11 parents evening attendance of 85%. We were not as successful with year 9 and 10 evenings and need to work on attendance to these. After school programme worked very effectively but we need to bring it earlier in the year next year to January so students have longer to build up to the exams. We need to promote the use of our study centre with our PPG students.	£1,000
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Increased attendance rates for pupils eligible for PP leading to increased progress for those students.	Two pastoral managers will be employed to support years 9-10 and year 11. They will have a targeted group of persistent absentees, paying particular attention to PPG students. They will liaise with parents, the attendance service, hold attendance clinics which aim to better engage students in their schooling. They will offer appropriate pastoral support to improve attendance rates.	PPG % attendance: 91.35 NON PPG attendance: 95.38	Having two pastoral managers meant that we could not deal with all the pastoral and attendance issues of PPG students as effectively as we would have liked. We have now appointed a third pastoral manager so there is one attached to each year group. These members of staff will better document their interventions with PPG students and their attendance so we can more effectively evaluate their impact. There is still a gap between attendance of PPG and non-PPG. More work needs to be completed to bridge this gap.	£50,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>E. PP parents are better supporting PP students' studies at KS4 leading to increased progress for those students.</p>	<p>Uniform grants, music lessons, improved tracking systems, careers guidance, learning mentor (ELSA).</p>	<p>£1,200 worth of support provided to enable PPG students to go on trips and visits. £1,300 worth of resources and materials provided to students to help with their study e.g. calculators, revision guides, equipment etc. £720 worth of uniform grants provided.</p>	<p>PPG students are able to take part fully in school life. They are not hindered by lack of resources or equipment. We believe this has a huge immeasurable impact on their education and intend to continue with this strategy.</p>	<p>£3220</p>
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7. Additional detail