

Pupil premium strategy statement: Ferndown Upper School

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£91,000	Date of most recent PP Review	n/a
Total number of pupils	532	Number of pupils eligible for PP	106	Date for next internal review of this strategy	Jan 2018

2. Current attainment from 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

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 PP was 93% (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 English enrichment 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

2017/18

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 English enrichment for Year 9 pupils eligible for PP.	Implement a year 9 English enrichment 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 English enrichment 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 2018
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 2018

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 2018
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.	Three pastoral managers will be employed years 9 - 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 panels 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 2018
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. We will promote use of the study centre with the PPG cohort giving out personalised invites and speaking to parents to improve the PPG attendance.</p>	<p>RRE CL</p>	<p>September 2018</p>
Total budgeted cost					<p>£37,000</p>

6. Review of expenditure					
2017/18 – Impact to be assessed following August 2018 results					
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>		
% achieving 5A* - C incl. EM					
% achieving expected progress in English / Maths					
Progress 8 score average					
Attainment 8 score average					
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 English enrichment for Year 9 pupils eligible for PP.	Implement a year 9 English enrichment 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.				
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.				

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.			£1,000
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.	Three 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 panels which aim to better engage students in their schooling. They will offer appropriate pastoral support to improve attendance rates.			£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

E. PP parents are better supporting PP students' studies at KS4 leading to increased progress for those students.	Uniform grants, music lessons, improved tracking systems, careers guidance, learning mentor (ELSA).			£3220
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7. Additional detail