

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 of pupil premium had within our school.

School overview

Detail	Data
School name	Ferndown Upper School
Number of pupils in school	824
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Deneen Kenchington, Deputy Headteacher Oliver McVeigh, Assistant Headteacher
Pupil premium lead	Paul Stevenson, Pupil Premium Coordinator
Governor / Trustee lead	Clive Dedman, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,880
Recovery premium funding allocation this academic year	£ 44,643
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of background or the challenges they face, make good progress and achieve their personal best across the curriculum.

We intend to do this through our key principles of:

- *Academic support*
- *Supra curricular opportunities and enrichment*
- *Unique opportunities both inside and outside the classroom*
- *Supporting reaching destination of choice and best outcomes*
- *Bespoke pastoral provision, with a focus on relationships*

Our strategy works in support of all these areas to secure engagement of all stakeholders and that students are given the opportunities and support they require to be the best version of themselves. We have identified key challenges and have designated funding in an impactful and efficient manner, using in house expertise and external opportunities.

Quality First Teaching of our broad curriculum is at the heart of everything we do at Ferndown and this strategy supports the development of our practice even further. This will work towards closing the attainment gap between disadvantaged students and their peers. This strategy will also support the wider cohort in their progress journey too.

Our aim is to both support our students throughout their time at FUS and also equip them with the skills and resilience to achieve their potential beyond their time here.

We believe passionately in the power enrichment, and our strategy encourages and provides opportunity for our students to benefit from a wide rich set of experiences.

Challenges

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

Challenge number	Detail of challenge												
1	The literacy attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with fluency and extended vocabulary. This impacts their progress in all subjects.												
2	<p>More able PP students as a cohort do not make as much progress as their peers. Outcomes over the last three years have shown a significantly lower Progress 8 score.</p> <table border="1"> <thead> <tr> <th></th> <th>MA</th> <th>PP MA</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>0.72</td> <td>-0.48</td> </tr> <tr> <td>2020</td> <td>0.81</td> <td>-0.16</td> </tr> <tr> <td>2021</td> <td>0.11</td> <td>-0.57</td> </tr> </tbody> </table>		MA	PP MA	2019	0.72	-0.48	2020	0.81	-0.16	2021	0.11	-0.57
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2019	0.72	-0.48											
2020	0.81	-0.16											
2021	0.11	-0.57											
3	<p>Our assessments, observations and discussions with pupils and families suggest that PP students need support to study, organise, and sometimes take personal responsibility this can result in the creation of barriers to learning that impacts outcomes. We identify parental engagement as a key area for development.</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>0.74</td> <td>0.23</td> </tr> <tr> <td>2020</td> <td>0.73</td> <td>0.07</td> </tr> <tr> <td>2021</td> <td>0.29</td> <td>-0.13</td> </tr> </tbody> </table>		Non PP	PP	2019	0.74	0.23	2020	0.73	0.07	2021	0.29	-0.13
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4	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 2 - 6% lower than for non-disadvantaged pupils.</p> <p>39% of disadvantaged pupils have been 'persistently. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>												
5	Our observations and discussion with students and families have identified PP students undervalue their achievements and expectations for success. Whilst they have aspirations for themselves these are metered by external influences.												
6	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.												

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
Improve literacy for PP students	By the end of our current plan in 2024/25, above 90% of PP students who had a lower than expected reading age at the start of Y9 will have improved their reading age deficit.
Increased Attainment 8 score for More Able PP students.	Our PP Attainment 8 scores in the last full GCSE series were more than 14 grades lower for PP students. Success will be a tangible reduction in this.
Reduced progress gap in GCSE examinations	Our three year average progress gap is currently 0.53 our success will be a reduction in this in summer 2025.
To achieve and sustain improved attendance for all pupils, particularly our PP 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 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. <p>the percentage of all pupils who were persistently absent in 2021/2 was 30.1% with 14 percentage points due to COVID, success will be a reduction in persistent absence.</p>
To achieve and sustain improved wellbeing and aspiration for all pupils, including PP students.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among PP pupils.</p> <ul style="list-style-type: none"> All PP students to have a considered plan for post 16 studies.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Targeted students to partake in mentoring programmes.

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: £107,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3,4,5,6
Improve rates of literacy across PP cohort.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,2,3
PP team	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813	1, 2, 3, 4, 5, 6
Music Lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts%20participation https://www.rocksteadymusicschool.com/downloads/PremiumPupilBooklet2020.pdf	2, 5, 6

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

Budgeted cost: £46,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3, 5
Late bus	Ferndown Upper School has a wide catchment area, the late bus is essential for students to access afterschool clubs, interventions,	3
PP Sparkle (data driven intervention)	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 3, 4, 5, 6
Subject specific targeted intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2, 3, 5

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring</p>	
Revision resources	<p>'Technology and other resources focussed on supporting high quality teaching'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</p>	2, 3, 5
Cooking ingredients	<p>'Technology and other resources focussed on supporting high quality teaching'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</p>	2, 3, 5
Laptops	<p>'Technology and other resources focussed on supporting high quality teaching'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</p>	1, 2, 3, 4, 5, 6
Reading area	<p>'Interventions to support language development, literacy, and numeracy'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</p>	1, 2, 3, 5
Tutor reading books	<p>'Interventions to support language development, literacy, and numeracy'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</p>	1, 2, 3, 5
Academic trips	<p>https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</p>	2, 3, 4, 5
External agency sessions	<p>Please email paulstevenson@fernup.dorset.sch.uk for impact reports.</p>	4, 5
Laptops and equipment	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual careers appointments for all PP students.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <p>Raising aspirations has a proven impact on pathway progression and as a result the higher outcomes that are demanded of students are more likely to be met. This approach is in keeping with the government's emphasis on careers advice and their best practice document which drives our 'Ferndown Way' of teaching.</p> <p>DfE Careers Guidance and Inspiration in Schools (2015) states the following 'Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that is suitable for them.' By working closely with our Careers Lead we have been able to ensure that the Careers Programme is inclusive and accessible for all students. Through additional funding we have been able to have external providers come in to deliver to our Pupil Premium students, we have been able to ensure their outcomes are ambitious and will not lead to them becoming NEET.</p> <p>EEF Careers Education (2016) 'Careers education works best when it is personalised and targeted to individuals needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment.' With this research in mind, the Careers Programme at Ferndown Upper School has targeted support given to Pupil Premium students with access to 1-1 careers guidance sessions as well as year group wide sessions with a key focus for each year group e.g. Year 9 focus on the options process.</p> <p>Our approach has given us strong destination data for disadvantaged students and an extension will only enhance their provision and outcomes in the future (Lucy Giles).</p>	<p>5,6</p>

<p>Pastoral Managers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p> <p>Contextual existing evidence of the impact of pastoral managers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5, 6</p>
<p>Breakfast club</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Evidence indicates the social aspect of the club has the most impact. In addition, a universal approach has a greater impact.</p> <p>The impact that physical activity has on all students, not just PPG is that doing physical activity does the following:</p> <ul style="list-style-type: none"> • Releases a “feel good factor” chemical called serotonin, so this is especially good for anyone who has a lot going on outside of school and can be a positive factor when tackling depression, anxiety or other mental health issues • It breaks up the every day learning routines of a classroom and allows students to be creative through the physical. • Lots of research (I haven’t got any to hand) suggests that physical activity every day gives better academic outcomes as students are fully “awake and engaged” with an increase in blood flow and oxygen supply to the brain • It improves communication, listening, co-operation and other teambuilding skills. • Effects of physical activity can improve self-esteem and self-confidence and because of the nature of our subject, especially team games and clubs it can improve social mixing and social health where it promotes working with lots of people and making friends 	<p>2, 4, 5</p>

	<ul style="list-style-type: none"> • Promotes lifelong participation and health body, especially if improving cardiovascular fitness and you could argue it would in turn boost life expectancy if you maintain a healthy, active lifestyle • All in all I believe that as well as their academic studies it promotes “healthy body & healthy mind” <p>Ryan Ellis 2022</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
Uniform Grant	All students have access to full school uniform.	3
ELSA	https://www.elsanetwork.org/report/dorset-elsa-intervention-impact-report/	All
Diverse Experiences	<p>https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p>	4, 5, 6

Total budgeted cost: £ 218,523

Part B: Review of outcomes in the previous academic year

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Marginal gains	Cosmos Education
Launch Pad, Company Programme	Young Enterprise
Young Achievers	John Egging
Scholar Programme	Brilliant Club
Shine	The Shine Project
Thrive	The Shine Project
Being a Boy	Arts University Bournemouth
ELSA	ELSA Support
Maths intervention	Third Space Learning
English intervention	Southern University Network
English and Science intervention	MyTutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Pupil Premium students have equal access to most of our Pupil Premium initiatives and interventions. In addition to this all Service Pupil Premium families are contacted yearly to ask school is informed if a family member is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	