

Pupil premium strategy statement

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 of pupil premium had within our school.

School overview

Detail	Data
School name	Featherstone Wood Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	42.39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24
Date this statement was published	November 22
Date on which it will be reviewed	July 2023
Statement authorised by	Louise Shuttleworth
Pupil premium lead	Rhianna Paine
Governor lead	Jason Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73725
Recovery premium funding allocation this academic year	£5299
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,138.14
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	£92,162.14

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Funding is to ensure that all pupils make good progress. Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils is closed. The school has a high amount of needs and a significant number of children enter the school with language skills that are below age related. This can act as a barrier alongside: a lack of confidence, less support at home, behaviour difficulties and lower attendance and punctuality. We aim to ensure that pupil premium children gain the social and emotional skills to access the curriculum and develop a love of learning.

Through targeted intervention and a focus on reasonable adjustments for individuals within high quality inclusive teaching approaches, we are working to eliminate barriers to learning and progression. Ofsted quoted in October 2022 “They make suitable adjustments to lessons to give pupils extra practice, to embed important knowledge that is not secure.” Many children start our school with a very low baseline of attainment and our aim is to ensure they make accelerated progress in order to reach at least age-related expectations as they move through the school.

We have analysed our data thoroughly and have made use of research such as ‘Ofsted and the Education Empowerment Foundation

It is our determination to ensure that all children succeed. This was also recognised by Ofsted, who stated “There are high expectations for what pupils can achieve in lessons”. We recognise the importance of and are committed to providing individualised interventions for set periods of time to support children in times of crisis.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs sometimes presenting as poor behaviour in school
2	Poor oral language skills for children in EYFS, which slows progress in learning in subsequent years.
3	Featherstone Wood is located in one of the most deprived areas of Stevenage
4	Limited life experiences and opportunities of children attending the school.

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
Continue to improve speech and language skills for PP pupils in KS1	<p>All children screened at the beginning of the Autumn term.</p> <p>Gaps identified and interventions planned throughout the term.</p> <p>Termly monitoring of progress.</p> <p>Speech and language support service sought for identified individuals.</p> <p>Percentage of Pupil Premium pupils achieving ARE in Communication and Language in the EYFS will increase</p>
<p>Higher rates of progress for PP pupils in KS1 and KS2 in reading, writing and maths.</p> <p>To ensure all staff are trained to deliver Quality First Teaching.</p>	<p>Year 2 and 6 to work with the HFL literacy advisor in reading fluency.</p> <p>Whole school to be using CPA approach in maths.</p> <p>Targeted Training to support the needs of individuals identified through lesson observations and performance management.</p> <p>Pupil progress is in line with 'other' pupils, by the end of the key stage in reading, writing & maths. As measured by the National end of key stage test and teacher assessments.</p>
Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to in line with national average.</p> <p>Reward charts to be given to children that are persistently late.</p>
To support the emotional wellbeing and mental health of all pupils and families.	<p>Continue to purchase the services of a trained counsellor/ school family worker.</p> <p>Family support worker employed</p>

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: £21,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in staff training to ensure quality teaching of reading, writing and maths.</p> <p>Purchase training and knowledge through Teaching and Learning Adviser Support. Strong focus on the teaching of spellings and writing.</p> <p>Teachers to attend training to develop their understanding of the complex needs of children</p> <p>Maths and Literacy subject leads to deliver staff development training in the planning and delivery of challenge and meeting pupil need.</p> <p>Link Governors to visit and review the teaching and progress of vulnerable groups.</p>	<p>The EEF states, “ Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all and has a particular positive effect on children eligible for Pupil Premium. The EEF states ‘First, we should ensure that, above all, the Premium is used to improve the quality of teaching’</p>	<p>1 and 4</p>
<p>Invest in a range of enrichment activities to broaden the experiences of the children including a residential trip.</p>	<p>The EEF states “Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes”</p>	<p>3 and 4</p>

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

Budgeted cost: £ 27,697.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist speech and language support. Talk Boost intervention TA trained to provide quality interventions. Frequent analysis of the impact of the intervention.</p> <p>EYFS staff to continue to develop and use high quality interactions, provision and observations to secure progress for all pupils with a focus on disadvantaged pupils.</p> <p>Purchase specialist speech and language advise.</p>	<p>Early screening of children’s speech and language identifying children below expected development.</p> <p>Interventions in previous years demonstrate a good impact of the chosen intervention. EEF research shows that short interventions and development of independent learning skills is a value for money support. Writing: Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies also show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p>	1,2,3 and 4
<p>Targeted interventions.</p> <p>1:1 and small group tutoring in Year 3 and 6 with a teacher.</p> <p>Targeted sessions alongside themed activity to enhance learning behaviours.</p> <p>CPD for Teaching Assistants to up-skill them in the development of reading skills.</p>	<p>The EEF guide to the pupil premium states, “ There is strong evidence showing the impact that high-quality interventions can have on the outcomes of struggling students. The EEF states ‘ Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact’</p> <p>Maths</p> <p>A number of projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students’ abilities to plan, monitor and evaluate their learning: Thinking, Doing, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children. EEF research</p>	1,2,3 and 4

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

Budgeted cost: £ 34813.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rises for all groups, particularly disadvantaged pupils.	Research published by the Department for Education (DfE) suggests that children with poor attendance are more likely not to be in education, employment	1 and 3

<p>Pupils will be encouraged to attend breakfast club and when necessary offered reduced cost breakfast club.</p>	<p>or training when they leave school. There is a clear link between poor attendance at school and lower academic achievement, highlighting that only 3% of pupils who miss more than 50% of school manage to achieve 5 or more A*-C GCSEs, including English and Maths, compared with 73% of pupils who have more than 95% attendance. The DfE suggest strategies such as early morning intervention and rewards for attendance as proven and effective tools in order to improve the attendance of lower attenders</p>	
<p>Teach SEL skills explicitly Provide support through adults to allow children to develop:</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p>Social awareness: use stories to discuss others' emotions and perspectives.</p> <p>Relationship skills: role play good communication and listening skills.</p> <p>Referrals to counselling, therapy, and support services for individual children according to need in addition to training for current school staff</p> <p>A hub has been set up to support the emotional needs of an identified cohort.</p> <p>To provide one to one counselling and develop emotional awareness and communication skills of our most vulnerable.</p> <p>Additional staff employed to support vulnerable cohorts, individuals.</p>	<p>Past experience has shown that there is a greater need for mental health and wellbeing support, these services have a cost attached to them. The needs of the pupils and families now extend beyond that for which school staff have training. STEPs training and refresher training for all staff.</p> <p>Identified emotional issues through CPOMS, Pupil progress meetings and social care recommendations.</p>	<p>1</p>

Total budgeted cost: £ 83,907

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Priority 1

Close language barriers

Specialist speech and language intervention.

Children identified during early screening and specialist interventions provided.

Autumn Data

19 % working towards expected level in communication

81% working at or above expected level

14% working above expected level of development

Summer term

19 % working towards expected level in communication

81% working at or above expected level

14% working above expected level of development.

Back on Track programme were followed to ensure gaps were identified and closed.

All staff attended training to ensure quality teaching of reading, writing and maths.

Training provided in sentences structure in literacy and closing the gaps in phonics.

Training provided in teaching spelling and closing the gaps.

Training on using the outdoors was attended

Priority 2

Close the gaps in reading, writing and maths

Purchase training and knowledge through Teaching and learning Adviser Support.

Maths leader attended maths mastery training.

All staff attended training on using concrete, pictorial, abstract approach in Maths.

New books purchased to support teaching high quality texts in Guided Reading and English.

Literacy lead redeveloped the reading and writing curriculum to ensure high quality texts were being taught and all objectives covered.

The school purchased 'Bug Club' and all staff received training to ensure a consistent approach to phonics across the school.

School reading books were banded to match Bug Club.

New books were purchased for levels that did not have enough books.

Individuals identified through pupil progress meetings and interventions delivered in small groups or one to one.

Summer Term Data

Percentage of children achieving expected or Greater Depth

	R		W		M	
	PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG
1	14	29	29	23	29	29
2	50	54	29	38	43	31
3	12	64	12	72	25	72
4	44	65	11	47	22	47
5	67	63	53	63	67	81
6	100	93	67	64	100	78

Priority 3

Provide emotional support.

Councillor working with vulnerable individuals.

Children receive weekly assemblies referring to their 'chimp' to support them in regulating their emotions. Individual children are supported using this approach more often in small group or 1:

Additional adults to support the emotional needs of individuals. The SEN Coordinator identified individuals needing additional support and worked with external professionals. This enabled a swift response to the children's requirements and allowed triggers to be dealt with.

Additional adults were employed to work and support the complex needs of individuals.

A school councillor is employed to work with individuals to meet their complex needs. The school councillor was employed for an extra day to allow more individuals to be seen.

Monitoring of the individuals showed improved number of cpoms incidents occurring.

Food parcels provided to vulnerable families for the holidays.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Pupil premium strategy outcomes

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Priority 1

Close language barriers

Specialist speech and language intervention.

Children identified during early screening and specialist interventions provided. Autumn Data

19 % working towards expected level in communication

81% working at or above expected level

14% working above expected level of development

Autumn Data

	All	Boys	Girls	SEN	Non SEN	FSM	Non FSM	Pupil Premium	Non Pupil Premium	EAL	Non EAL
Year N2	9 (18) 50.0%	4 (11) 36.4%	5 (7) 71.4%	1 (3) 33.3%	8 (15) 53.3%	2 (6) 33.3%	7 (12) 58.3%	2 (6) 33.3%	7 (12) 58.3%	3 (5) 60.0%	6 (13) 46.2%
Year R	14 (19) 73.7%	7 (11) 63.6%	7 (8) 87.5%	0 (2) 0.0%	14 (17) 82.4%	7 (7) 100.0%	7 (12) 58.3%	7 (7) 100.0%	7 (12) 58.3%	3 (5) 60.0%	11 (14) 78.6%
ALL	23 (37) 62.2%	11 (22) 50.0%	12 (15) 80.0%	1 (5) 20.0%	22 (32) 68.8%	9 (13) 69.2%	14 (24) 58.3%	9 (13) 69.2%	14 (24) 58.3%	6 (10) 60.0%	17 (27) 63.0%

Spring Data

COMMUNICATION AND LANGUAGE

	All	Boys	Girls	SEN	Non SEN	FSM	Non FSM	Pupil Premium	Non Pupil Premium	EAL	Non EAL
Year N2	10 (19) 52.6%	4 (11) 36.4%	6 (8) 75.0%	1 (3) 33.3%	9 (16) 56.3%	4 (9) 44.4%	6 (10) 60.0%	4 (9) 44.4%	6 (10) 60.0%	2 (5) 40.0%	8 (14) 57.1%
Year R	15 (20) 75.0%	8 (12) 66.7%	7 (8) 87.5%	0 (2) 0.0%	15 (18) 83.3%	8 (9) 88.9%	7 (11) 63.6%	8 (9) 88.9%	7 (11) 63.6%	3 (5) 60.0%	12 (15) 80.0%
ALL	25 (39) 64.1%	12 (23) 52.2%	13 (16) 81.3%	1 (5) 20.0%	24 (34) 70.6%	12 (18) 66.7%	13 (21) 61.9%	12 (18) 66.7%	13 (21) 61.9%	5 (10) 50.0%	20 (29) 69.0%

Priority 2

Close the gaps in reading, writing and maths

During each term all year groups provided interventions to groups of children identified through Pupil Progress meetings.

Additional teacher employed to close the gaps created through the covid closures.

Actions

All staff attended training to ensure quality teaching.

- Training provided in spellings to introduce the new Essential Spellings materials in literacy
- Essential Spelling Training provided for all teachers and TA
- Maths fluency training provided for all teachers and TAs
- Whole school training provided in phonics
- CPD training provided for individual classes in maths
- New phonics scheme purchased
- New quality texts purchased to support the guided reading, phonics and writing scheme
- Long term planning developed in reading and writing across the school
- Support purchased from TLA advisors in maths and science

**School Data shows:
Autumn Progress Data**

	PPG			Non- PPG			PPG			Non-PPG		
	Attainment						Progress					
	R	W	M	R	W	M	R	W	M	R	W	M
N2	83	50	67	67	67	75						
R	71	29	72	50	50	67						
1	14	0	0	12	12	0	0	17	17	7	7	13
2	11	22	44	35	41	59	14	57	86	59	77	88
3	0	13	0	64	64	73	88	88	100	100	55	100
4	33	11	33	44	31	63	71	86	86	57	71	64
5	30	20	50	67	60	67	89	80	100	73	73	80
6	75	25	50	77	62	77	50	25	0	69	100	69

**Spring Progress Data
% of children ARE or EXS**

	PPG			Non- PPG			PPG			Non-PPG		
	Attainment						Progress					
	PPG			Non-PPG			PPG			Non-PPG		
	R	W	M	R	W	M	R	W	M	R	W	M
N2	56	33	67	70	60	90	43	72	72	100	80	90
R	78	44	78	64	55	73	100	86	86	89	89	100
1	56	33	67	77	65	77	83	50	83	93	73	87
2	7	21	71	36	36	64	30	70	90	57	72	93
3	10	10	10	70	80	90	100	89	100	100	80	100
4	44	22	44	61	61	56	86	100	86	72	86	86
5	54	46	62	62	54	69	83	92	92	77	77	92

6	100	80	80	75	58	67	60	80	20	75	100	75
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Summer Term Data

Percentage of children achieving expected or Greater Depth

	PPG			Non- PPG			PPG			Non-PPG		
	Attainment						Progress					
	R	W	M	R	W	M	R	W	M	R	W	M
N2	71	33	100	38	60	62						
R	30	30	60	50	50	80						
1	14	29	29	29	23	29						
2	50	29	43	54	38	31						
3	12	12	25	64	72	72						
4	44	11	22	65	47	47						
5	67	53	67	63	63	81						
6	100	67	100	93	64	78						

Provide emotional support.

Councillor working with vulnerable individuals.

Additional adults to support the emotional needs of individuals. The SEN Coordinator identified individuals needing additional support and worked with external professionals. This enabled a swift response to the children's requirements and allowed triggers to be dealt with.

Additional adults were employed to work and support the complex needs of individuals

A school councillor is employed to work with individuals to meet their complex needs.

Monitoring of the individuals showed improved number of cpoms incidents occurring.

School breakfast club received additional funding to ensure all children received a healthy breakfast each morning. When necessary a child would be giving a breakfast for free. The school provided funding to cover the cost above those provided by the parents.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.