

Featherstone Wood Primary School

Pupil Premium Grant and SEN Expenditure: Report 2022-23

Context of school

- Featherstone Wood Primary School is an undersubscribed one form entry school situated in south Stevenage. The site was originally built as a two-form entry school and so has ample space and large grounds.
- Our intake is slightly below national average, number on roll varies but is currently 199 this is due to a significantly lower than average stability figure which places us in the lowest 20%.
- Our deprivation indicator places us in the top 40% of deprived areas nationally.
- The majority of our pupils come from the “Shephall” area which falls under the Shephall electoral division area which is the second poorest area of Stevenage.
- The current Headteacher was seconded as acting deputy and SENCo in September 2013 and became substantive Headteacher in January 2014.
- The SLT are the Headteacher and Deputy Head who is also SENCO.
- The school was graded ‘good’ by Ofsted in October ‘22.
- Due to the considerable vulnerable nature of the majority of our families the leadership identified the need of significant pastoral and nurture support for pupils and families.
- Developing pupil resilience and emotional maturity is key to enabling positive learning and is at the heart of the day to day provision Featherstone Wood offers.
- 39% of our pupils claim Free School Meals.
- 31% of our pupils receive SEN support or have an EHCP plan.
- 17% of our pupils have English not as their first language(EAL)
- 18% of our children are from Ethnic Minority groups.
- Attendance is at 91.6%.

Recent and New Initiatives

- The school is striving to create a positive learning culture in which everyone can reach their full potential.
- The Leadership of the school has recognised that a major barrier for many of the children’s learning is their chaotic and turbulent home lives.
- The school has increased the amount of time the school councillor is available and she continues to work with our vulnerable children and the school has worked with the Mental Health Team one day a week.
- Mindfulness has been a strong focus for the school for the past seven years.
- Staff receive training to support their understanding of the different types of behaviours, SEN, triggers and the impact of trauma – ‘STEPs training, Trauma and Attachment Disorder training, Hertfordshire Autism Training, mental health training and The Kindness Principle. The main ethos of the school is to be able to support and equip the staff and children with the strategies to regulate their challenging behaviours. This is reflected through the whole school use of ‘The Hidden Chimp’
- The school has developed a clear pedagogical and content intent for the reading curriculum. There has been considerable investment in reading material and all pupils now have access to an individual reading book which at least matches their phonics

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knowledge. The school has invested in KS1 guided reading to match the resources used in their phonics lessons.

- The Early Years environment has been improved to provide quality resources and a stimulating learning space to promote first hand learning experiences.
- The skills of the staff are continuously being developed through extensive training to give them the skills to provide quality first teaching.
- Staff have redesigned the curriculum over the last two years to clearly show objectives that should be taught in each year and the progression throughout the school.
- Alongside this, the school have introduced 'topic mats' for each subject to support children in taking ownership of their learning.

Objectives of Pupil Premium and SEND Spending

Our key objective in using the Pupil Premium Funding and SEND budget is to ensure that all pupils make good progress. Historical attainment for groups across the school has been low but as levels of attainment rise, we are working to ensure that there is no gap between pupil groups. Speech, Language and Communication Needs are a high incidence SEN within the school, particularly in the Early Years, with a significant number of children entering school with below age-related language skills. Common barriers for children in receipt of FSM can be weak language and communication skills, a lack of confidence, less support at home, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing.

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. 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, The Pupil Premium, how schools are spending the funding successfully to maximise achievement' (2012), 'SEN support: A rapid evidence assessment' (2017) and The Sutton Trust Teaching and Learning Toolkit in order to help us make more informed choices about the effectiveness and impact of interventions on learning and attainment.

In addition to this we have identified some key principles (outlined overleaf) which we believe will maximise the impact of our pupil premium and SEND spending:

Key Principles

Building Belief

We will endeavour to provide a culture where:

- Staff believe in ALL children
- Staff have high expectations for all children

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- Barriers to learning are identified at the earliest opportunity through observation and assessment
- There are no excuses made for underperformance
- Staff adopt a solution focused approach to overcoming barriers

Analysing data

We will ensure that:

- Data is analysed on a regular basis so that performance can be monitored and problems addressed early
- Staff are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school.
- Data analysis will be used to inform interventions and address any misconceptions.

Identification of Pupils

We will ensure that:

- All teaching and support staff are involved in the identification of pupil needs
- All staff are aware of who the pupil premium, SEND and vulnerable learners are in their class
- All pupil premium children benefit from the funding, not just those who are under performing
- Underachievement is targeted at all levels (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

Improving Quality First Teaching

We will continue our endeavour to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching by using our Senior Leaders to:

- Set high expectations
- Address any variance within school
- Ensure consistent implementation of the non-negotiables such as planning, marking and guided reading
- Personalising learning approaches to meet the needs of individuals with a range of needs
- Share good practice within the school and draw on external experience
- Provide access to high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time spent on closing the gap through:

- Improving attendance and punctuality
- Providing earlier intervention at KS1 and EYFS

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers are given the opportunity to communicate regularly
- Matching the skills of the support staff to the interventions they provide

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- Providing support for parents so that they are able to support their child's learning within the curriculum and manage in times of crisis
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence
- Rigorously monitoring the impact of support and adjusting provision as needed

In our determination to ensure that all children succeed, we recognise the importance of and are committed to providing individualised interventions for set periods of time to support children in times of crisis.

Funding priorities 2022/23

- This year, our priority is to continue to raise standards in our Early Years provision. Developing the learning environment and skills of the teaching staff. Individuals will be identified and given specialist interventions. Speech and language needs are identified early in the Autumn term and addressed through specialist interventions.
- Across the school, the impact of the Covid 19 epidemic and subsequent shut down will continue to be a priority. Children will return to the original curriculum however, teachers will use the "back on track" documents to track back when required. Teachers will be identifying missed learning and aiming to close these gaps through whole class teaching and targeted interventions.
- Across the school, reading will continue to be a strong focus. Children receiving phonics will all be assessed regularly to ensure their home reading books are the correct levels. Children no longer receiving phonics will still be heard read regularly to ensure their books match their level. The school will put a large focus on the lowest 20% and ensure that these children are listened to daily. In addition, the school has invested in additional training and support from the teaching and learning literacy advisor.
- The school continues to recognise that a major barrier of the children's learning is their chaotic and turbulent home lives. Nurture provision continues to be a strong focus across the school. Additional staff have been employed to support the complex needs of individuals allowing them to participate in daily school life. The school has also created safe environments for these children struggling in the classroom to have a timeout. There is a large focus on 'My Hidden Chimp' within the school to help children understand and regulate their emotions. In addition, a mental health nurse has been working with children identified by the school as needing extra support. This has varied from working with individuals, small groups and whole classes. We continue to receive support from a play therapist.

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- Specialist interventions, to accelerate progress of our children, will be developed through staff training, rigorous assessment and identification of individuals and quality first hand teaching. An extra teacher has been employed to deliver some of these interventions.
- The school continues to develop the learning environment of the school. Investing in quality equipment to provide a stimulating environment for the children.

Number of pupils and funding	
Total number of pupils on roll	197
Total number of pupils eligible for pupil premium funding	78
Total number of pupils receiving SEN support	52
EHC Plan funding	35,000
National SEN budget (including Exceptional Needs delegation)	45,107
Pupil Premium funding	103,305

Record of Pupil Premium Funding spending by item/project 2022/23				
Year group	Item/project	cost	Objective	Impact/outcome To be recorded July 2022
EY	Neli Language	£264.44	To support their learning of language and communication	Spring and Summer Term-4 PPG and 1 SEN 3 x weekly
	Writing intervention	£528.88	To practice their letter formation and spelling.	1:1 intervention Spring and Summer Term-4 PPG and 2 SEN
	Daily reading	£511.36	To read to an adult every day.	All year - 3 PPG and 2 SEN (5mins)
	Maths	£264.44	To develop their number recognition.	Autumn and Spring Term 2 SEN and 1 PPG
	Social and Emotional	£120.20	To support their communication with peers.	Spring Term 2PPG and 1 SEN
Year 1	Phonics	£380.12	To close the gaps in the children's phonics knowledge	Autumn Term- 3 SEN children and 2 PPG Spring Term- 3 SEN and 6 PPG Summer Term-2 SEN and 4 PPG

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	Writing challenge	£67.08	To challenge children to improve their writing.	Summer Term - 1 PPG
	Maths	£268.32	To close the maths gaps With a focus on number bonds to ten.	Autumn Term- 1 SEN and 3 PPG Summer Term - intervention to challenge some pupils further. 1 SEN and 2 PPG
	FMC	£380.12	To develop fine motor control building up to improve handwriting and letter formation	Whole class in small groups. 11 PPG and 7 SEN
	Individual behaviour plan	£10,904	To provide for their individual learning needs through a specialist time table.	1 SEN and PPG
	Individual behaviour plan	£11,512	To provide for their individual learning needs through a specialist time table.	2 SEN and 1 PPG
Year 2	Phonics	£354	To close the gaps of phase 2 and 3	Autumn Term- 1 PPG and 1 SEN Spring Term-2 PPG and 1 SEN Summer Term- 2 SEN
	Spelling	£118	To spell the tricky words	Spring Term-1 PPG
	Sentence Structure	£236	To form simple sentences correctly.	Spring Term-2 PPG
	Number formation	£236	To form numbers correctly.	Spring Term-2 PPG and 2 SEN
	Social, Emotional and Communication.	£236	To understand appropriate play and the consequences of play fighting.	Spring Term-2 PPG and 2 SEN
	Number bonds	£118	To recognise number bonds to ten and twenty	Summer Term-1 SEN
	Writing challenge	£118	To uplevel and improve their writing.	Summer Term-1 PPG
	Individual behaviour plan	£10,904	To provide for their individual learning needs through a specialist time table.	1 SEN
	Individual behaviour plan	£6542	To provide for their individual learning needs through a specialist time table.	1 SEN and PPG
	Individual behaviour plan	£11,512	To provide for their individual learning needs through a specialist time table.	1 SEN
	Individual behaviour plan	£10,904	To provide for their individual learning needs through a specialist time table.	1 SEN

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Year 3	Handwriting	£386.92	To develop fine motor skills and write legibly.	All year- 2PPG and 7 SEN children
	Writing	£386.92	To develop their sentence structure.	Autumn term- 4 PPG and 4 SEN children Spring term- 1 PPG and 1 SEN Summer term -3 PPG and 3 SEN
	Maths Support	£386.92	To close the gaps in maths and address and mis-conceptions	Autumn Term- 12 PPG and 7 SEN having gap filling Spring Term- 7 PPG and 5 SEN receiving number bond intervention and misconceptions Summer Term- 3 PPG and 5 SEN gap filling
	Phonics	£250.36	To close gaps in their phase five knowledge.	Spring Term - 3 PPG and 5 SEN Summer Term- 4 PPG and 5 SEN
	Spelling	£250.36	To close their gaps in spellings	Spring term- 4 PPG and 6 SEN Summer term- 2 PPG and 4 SEN
	Working memory	£380.12	To develop their working memory.	2 SEN and PPG children receiving weekly intervention.
Year 4	Maths Support	£113.80	To close the learning gaps in maths and consolidate learning	Spring Term- 7 children , 6 PPG and 5 SEN
	Reading	£386.92	To develop their fluency and ability to respond to the text	All year, daily readers 5 PPG and 5 SEN
	Writing support	£250.36	To develop their sentence structure and punctuation use.	Spring and Summer term - 5 PPG and 5 SEN
	Nurture	£250.36	To raise self-esteem, develop emotional awareness and communication skills.	Spring and Summer Term - 1 SEN child weekly with a rotation of other children from the class.
	Spellings	£113.80	To close the gaps in their spellings and learn spelling rules to support their writing	Spring Term- 4 PPG and 4 SEN
	Multiplication Support	£386.92	To develop fluency in recalling times tables up to 12x12.	All year 2 PPG and 3 SEN
Year 5	Handwriting	£268.32	To improve fine motor skills and legibility of cursive handwriting	Autumn Term-2 PPG and 3 SEN Summer Term- 2 PPG
	Reading	£380.12	To develop their reading fluency and comprehension skills. Children listened to daily.	All year 2 PPG 3 SEN
	Nurture	£134.16	To develop their social skill and emotional skills.	Autumn - 2 PPG

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	Spelling	£268.32	To improve recognition and spelling of the year 3/4 and 5/6 words.	Autumn Term -2PPG and 1 SEN Summer Term-3 PPG
	Maths	£380.12	To close their maths gaps with a large focus on fractions.	Autumn Term- 3 PPG and 4 SEN Spring Term- 9 PPG and 6 SEN Summer Term- 1 PPG
	Phonics	£581.36	To develop their phase 3 and 5 phonics.	Autumn Term- 1 PPG and 3 SEN Spring Term- 2 PPG and 3 SEN
Year 6	Maths	£386.92	To close the gaps in maths	Autumn term- 9 PPG and 6 SEN receiving small group maths support weekly. Spring and Summer Term- 27 children, 15PPG and 12 SEN receiving small group maths at least once a week to support to close gaps
	Phonics	£250.36	Weekly phonics interventions to close phase two, three and five gaps.	Autumn and Spring Term-1 PPG and 2 SEN
	Writing support	386.92	To up level their writing skills and close the gaps	Autumn Term- 4 PPG and 1 SEN weekly interventions to improve sentence structure. Spring term- 6 PPG and 2 SEN receiving weekly to uplevel their writing Summer Term- 6 PPG and 2 SEN weekly intervention to improve punctuation.
	Spelling	£284.46	To secure their yr 3-4 spellings and understand regular spelling patterns	Autumn and Sprig Term - 4 PPG and 5 SEN
	Writing Challenge	£284.46	To use a range of sentence structures for different types of writing.	Autumn and Spring Term- 2 PPG
	Reading Intervention	£386.92	To develop reading fluency and comprehension of the texts	All year - 5 PPG and 4 SEN
	Counselling	See costs below	To raise self-esteem, develop emotional awareness and communication skills	Autumn Term- 1 child receiving weekly counselling sessions Spring term- 1 child receiving weekly counselling sessions Summer term- 1 child receiving weekly counselling sessions
	Whole School	School councillor	£13,321	To raise self-esteem, develop emotional awareness and communication skills
SEN coordinator		£26,184	To ensure SEN children have their needs met. To coordinate with other agencies. To complete necessary paper work and attend meetings.	SEN coordinator employed throughout the year.

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	Catch up tutor grant	£5495.83	To close the gaps created by the covid school closures	A teach was employed to work with all year groups to close gaps identified in pupil progress meetings. The additional cost above the catch-up grant.
	Software subscriptions	£6266	To provide up-to-date resources to enhance the learning experience of the children.	Software subscriptions renewed and new ones taken out: Purple Mash Bug Club and Bug Club phonics Testbase Twinkl White Rose Language Angels Book Club Blue Sky TTRockstars Clicker 7 Sing up Evidence met ICT learning
	HFL PA +	£528	To develop a whole staff understanding of the National Curriculum requirements. HFL- maths HfL- maths advisor HFL- English advisor	Increased staff knowledge to meet the needs of the children. Advisors work with subject leads to develop Maths and English teaching across the school.
	Purple mash ICT	£687	To develop the quality of computing delivered across the school. To allow all children to access the computing curriculum	PURPLE Mash computing scheme purchased for the whole school. Training provided for the school. All year groups following the Purple Mash ICT scheme.
	Literacy	£2000	To provide quality guided reading books which are age appropriate. To purchase reading books to meet the needs of ks1 and ks2 children.	To provide books to ensure all year groups have age appropriate reading books to develop their reading skills
	CPOMS	£720	To track and monitor the safeguarding issues in the school. To improve confidential and effective communication between staff and outside agencies.	Staff time is saved considerably. Incidents around school and recorded immediately and communicated to the DSPs. Referrals are made immediately to safeguard children.
	National Breakfast programme	£1140	To provide every child in school with breakfast.	All children in school receive a bagel to ensure they have had something to eat in the mornings.
	To support home and school communication	£891.12 Diaries	To provide every child with a home school diary allowing parents, carers	All children from year 1 to year six provided with a home school diary to facilitate home school communication.

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	throughout the school.		and teachers a means of communication.	Marvellous Me purchased allowing all parents and carers to receive daily news about their child's achievements
	Breakfast club	£1500	To provide children with a healthy breakfast to begin the school day	Some PPG children provided with free breakfast each morning to ensure they have a healthy breakfast to support their learning and arrive at school on time.
	Develop PSHE across the key stages	£540	To develop children's life skills and resilience.	Materials purchased to support the PSHE teaching from year two to year six.
	SEN provision	£500	To provide specialist equipment to support the needs of individuals.	Specialist equipment purchased to support the learning of individuals.
	Marvellous Me	£4359	To improve the home/school communication	All staff provided with training to use Marvellous me
	Speech and language advisor	£1463	To advise and set targets for individuals for speech and language catch up.	Six visits per year
	Family Support Worker	£1150	To work with families who are facing difficulties.	FSW works with the children and families who experiencing short or long term difficulties.
	Enrichment	£6000	On line news Subsidise PGL trip Swimming Coaches	
	Staff training	£5000	To develop staff's knowledge and skills.	All staff attended the refresher Step On training, defibrillator training, Hertfordshire Autism training and Online Safe Guarding Training. Staff training throughout the year- guided reading, phonics training, maths mastery, attachment and disorder, prevent, steps, Nessie training, English leader Some staff have received CPD to support them.
	Pastoral Care Emotional and Wellbeing day	£1500	To provide children with an enrichment day to support emotional wellbeing.	A summer festival day held for all children to attend.
	PPG coordinator	£2114	To monitor PPG provision and impact. To complete necessary reports.	PPG coordinator employed throughout the year.
	Premier Sports	£6688	To provide PE lessons to all year groups.	Premier Sports PE lessons used to cover teacher's PPA.
	Laptops	£1500	Towards laptops for the children.	Laptops for children to use for computing lessons, there are now enough for one each.
	Walkie Talkies	£850	All staff to have a radio.	
	General	£14000		
	PPG resources	£5000		



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Total pupil premium/ sen funding received	£183,412
Total pupil premium/ sen expenditure	£183,412
Pupil premium/sen funding remaining remaining	£0