

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Featherstone Wood Primary School				
Academic Year	2016/17	Total PP budget	£89778	Date of most recent PP Review	6-2017
Total number of pupils	203	Number of pupils eligible for PP	81(30)	Date for next internal review of this strategy	6-2018

2. Current attainment		
<i>Data showing steps of progress May 2017.</i>		
Reception	Steps PPG	NON-PPG
CL	2.8	2.1
PD	2	1.3
PSED	2.2	1.8
L	1.9	1.9
M	2.6	1.5
UW	2.7	2
EAD	2.3	1.3

	PPG	NON-PPG	FSM	NON-FSM	Ever FSM	NON EVER fsm
Year 1						
Reading	2.4	2.6	2.7	2.6	2.4	2.6
Writing	2.8	2.6	3.0	2.6	2.8	2.6
Maths	2.0	2.8	2.0	2.7	2.0	2.8
Year 2						
Reading	6.0	6.1	6.0	6.1	6.0	6.1
Writing	4.8	5.4	4.5	5.3	4.8	5.4
Maths	4.8	5.4	5.0	5.3	4.8	5.4
Year 3						
Reading	1.7	1.9	1.8	1.8	1.7	1.9
Writing	0.9	1.6	0.8	1.4	0.9	1.6
Maths	0.9	1.8	0.8	1.5	0.9	1.8
Year 4						

Reading	4.8	5.2	5.0	4.9	4.8	5.2
Writing	4.9	4.5	5.2	4.7	4.9	4.5
Maths	4.6	4.8	5.0	4.6	4.6	4.8
Year 5						
Reading	7.4	6.8	6.5	7.3	7.4	6.8
Writing	6.9	6.4	6.0	6.8	6.9	6.4
maths	7.8	7.5	7.3	7.7	7.8	7.5
Year 6						
Reading	12.1	11.8	12.5	11.8	12.1	11.8
Writing	11.4	11.7	11.5	11.6	11.4	11.7
maths	11.6	11.8	12.3	11.6	11.6	11.8

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Many EYFS and KS 1 children have poor language and communication skills. |
| B. | Turbulent and chaotic home lives. |
| C. | Poor emotional resilience and self- regulation skills impacts on many children's ability to work collaboratively and accept challenge in their learning. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Poor home learning environments	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To identify children in EYFS with language barriers and provide specialist interventions to close the gaps.	Improved scores on the 'Welcome Screening.'
B.	To provide children with the skills to feel safe and provide a specialist nurturing environment helping them cope with day to day barriers to their learning.	Improved Boxhall scores.
C.	To provide a stimulating learning environment.	All children experiencing.
D.	To provide targeted interventions to help close the gaps in reading, writing and maths.	Pupil premium children achieving in line with peers

5. Planned expenditure

Academic year	2017/18
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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?
Quality first teaching.	Staff training to develop reading strategies across the school. Inset and staff meetings to develop the teaching of reading and writing to achieve accelerated progress.	Poor attainment in writing in some year groups. Reluctant writers identified across the school	Book scrutiny. Lesson observations. Progress reviews.	SLT SDT	Termly
Improve learning through enrichment and specialist teaching	Specialist music services purchased to develop the music teaching across the school and give children the opportunity to learn to play and instrument. Provide stimulating experiences through author visits, enrichment activities to promote the desire to achieve,	Limited opportunities for children to learn an instrument outside of school. Quality provision of learning of music teaching provided by specialist practitioners. Poor engagement in reading across the school and few children demonstrating a love of reading.	Termly data. Feedback from parents Pupil voice observations	SLT.	July 2018
Total budgeted cost					£23,000

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?
Closing language barriers.	Specialist speech and language support.	Early screening of children's speech and language identifying children below expected development.	Pupil progress meetings. Regular reviews.	Speech and language team. SENCO	Termly.
Closing the gaps in reading, writing and maths.	Targeted interventions.	Identification of individuals needing targeted support to close the gaps through assessment and data analysis.	Pupil progress meetings. Data analysis. Regular feedback from sessions.	SLT, SDT SENCO	Half termly.
Total budgeted cost					£28000
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?
Children able to cope with their chaotic lives and be ready for learning.	Continue to employ a part time pastoral leader to coordinate the needs of our most vulnerable groups. To provide one to one counselling and develop emotional awareness and communication skills of our most vulnerable.	Identified emotional issues through CPOMS, Pupil progress meetings and social care recommendations.	Environment walks. Pupil progress meetings. Observations. Visits from external professionals.	SLT	Termly
Provide emotional support.	Nurturing leader. Nurture space.	Identification of individuals needing additional emotional support through pupil progress meetings and social care recommendations.	Feedback from Nurture leader. Boxhall profiles. Pupil progress reviews.	Nurture leader. Pupil progress. SLT	Termly
Total budgeted cost					£53000

6. Review of expenditure				
Previous Academic Year		2016/17		
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

Quality first teaching.	Whole school training in phonics, maths mastery and language skills. Purchase of new maths materials and support from teaching and learning advisors. Story time phonics purchased and promoted in Early Years and KS 1.	Observations and book looks demonstrated all year groups are now embedding maths mastery into their daily teaching. The Early Years have a stronger maths focus in many of their learning areas. Data demonstrates good progress in KS 1 AND Early Years. January 17 Maths Skills New manipulatives purchased for all year groups. Training of whole staff completed. HFL training completed to develop maths mastery. Book look and planning scrutiny showed a stronger focus for maths mastery in all year group. Moderation with another school demonstrated secure pitch of teaching across most year groups. April 17 Data demonstrated pupil premium children making greater progress than their peers in reception and year 5. In year 4 and six there was very little difference in the steps of progress. Story time phonics is now fully embedded in the phonics teaching and has a good impact on the learning of the Early years and Year 1 groups.	Maths mastery will continue to be a focus, with further development of maths reasoning skills. The new maths Hub documents will be used to develop the children's learning as well as the CPA approach. Story time phonics will be used to support the phonics teaching across the school.	£10,200
Provide enrichment activities to stimulate the learning.	Enrichment activities. Improved learning space.	The profile of science was improved through external visitors. This was shown in the learning journals of the EYFs. All children were invited to participate in a summer science fair project, resulting in most children participating and presenting their learning to their class. The best presentations were then presented to the whole school. Two authors were invited to come to school. The first author really inspired the boys to become involved in reading and copies of the author's books were incorporated into the library. The second author worked with the whole school, parents and the teaching staff with a strong focus on reading for pleasure. Vulnerable families provided with an amount of money towards the cost of school enrichment activities.	Next year further author visits are planned to inspire children to read for pleasure. As a result of the second author, next year, the focus will be on reading a range of material and up to date our school library with a range of texts to inspire all readers. The home school diaries will be used to monitor the reading of children and encourage parents to be listening to their children read as well as read to their children to develop a love of stories and books. The school library will continue to be resourced with a range of texts to suit the reading and interests of the children.	£3438
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

Close language barriers	Specialist speech and language intervention.	23 received speech and language support. 9 PPG. Screening of the children showed all children had achieved the level required. Two children will continue to receive speech support next year through targeted intervention	This approach will be continued next year with the next reception and Nursery intake. Children will be identified through the Welcome Screening and targeted intervention used to close the gaps.	£2500
Close the gaps in reading, writing and maths	Specialist interventions	<p>Most children made good progress with the interventions. On average children made a step progress in the half term intervention. Some identified children will need further support to help close the gaps.</p> <p>January 2017 Data analysis showing little difference in the progress of PPG and the cohort. Year five PPG making better progress than the cohort in all curriculum areas.</p> <p>April 2017 Nursery PPG making accelerated progress in communication and language Reception PPG making accelerated progress in C&L, maths and understanding the world. Year 1 -PPG making above expected progress in writing. Good progress in reading and maths. Year two- PPG making above expected progress in reading. Good progress in maths and writing. Year four- PPG making good progress in all three subjects Year five-PPG making good progress in maths Year six PPG making above expected progress in maths and reading</p>	To continue next year. Through pupil progress meetings, individuals will be identified and targeted interventions planned and administered to close the gaps in their learning.	£32952

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
Children able to cope with their chaotic lives and be ready for learning.	Develop mindfulness across the school.	<p>Whole school training of mindfulness. Research books purchased to enable all staff to understand the purpose. Time tables changed in order to give mindfulness time in the school day.</p> <p>SLT sent of steps training. This will be a focus next academic year.</p>	Whole school has developed the mindful approach and as a result the transition between play, lunch and learning is much smoother. This will continue next year. Additionally, there will be whole staff training to develop yoga and steps training to enable the staff to handle challenging behaviour efficiently.	£1700

Provide emotional support.	<p>Nurturing leader. Nurture space.</p> <p>Calm room created</p> <p>Part time Pastoral support leader employed.</p> <p>Art therapist working with identified individuals,</p> <p>Family working supporting families and individuals,</p> <p>Councillor working with vulnerable individuals.</p>	<p>A part time pastoral leader was employed to coordinate the needs of identified children and work with external professionals. This enabled a swift response to the children's requirements and allowed triggers to be delt with. A nurture leader provided a support lunch club to allow children suffering with friendship and emotional difficulties to spend their time in a safe environment and participate in supported activities allowing them to improve their social skills.</p> <p>Children needing additional support were given the support of the family worker, school councillor and art therapist.</p>	<p>These provisions will continue next year to support the diverse needs of our children. The school councillor's time will be extended next year allowing more children to receive the support they need.</p>	<p>£40,39 4</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.