

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Featherstone Wood Primary School				
Academic Year	2017/18	Total PP budget	£84663	Date of most recent PP Review	7-2018
Total number of pupils	200	Number of pupils eligible for PP	72	Date for next internal review of this strategy	12-2018

2. Current attainment				
<i>Data showing steps of progress in July 2018 for Year Six..</i>				
	PPG	Steps of progress	Cohort	Steps of progress
% achieving in reading, writing and maths	57%		46%	
% achieving reading	64%	-1.8	54%	-3.2
% achieving writing	71%	0.4	64%	-1.1
% achieving maths	86%	-1.5	68%	-2.3

Attainment and Progress for Nursery Summer 2018

Nursery	PPG	Cohort	PPG	Cohort
	Attainment At ART		progress	
CL	75%	75%	2.8	2.4
PD	75%	81%	2.5	2.6
PSED	100%	87.5	3.3	2.8
L	50%	62.5	3	2.8
M	75%	75%	4.5	3.4
UW	50%	62.5	2.3	2
EAD	50%	68.8%	3	2.9

Attainment and Progress for Reception Summer 2018

Reception	PPG	Cohort	PPG	Cohort
	Attainment		progress	
CL	75%	86%	3.3	3.9
PD	50%	81%	3.3	3.6
PSED	50%	81%	3.3	3.5
L	25%	67%	2.8	3.5
M	50%	71%	3.8	3.2
UW	75%	91%	4	4.2
EAD	50%	86%	3.4	4.2

3. Barriers to future attainment (for pupils eligible for PP)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low levels of language development for disadvantaged pupils including low levels of speech and language development and delay.	
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.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement.	
E.	Pupil attendance and disadvantaged home environments	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Pupils to leave reception with good levels of communication and language. Pupils across the school identified and targeted for speech and language interventions	Children identified early. Communication and language attainment data monitored to show improved attainment. Support programmes purchased and delivered to improve the communication and language of the children. Support to be extended to individuals in KS1.
B.	To provide enhanced support to meet the social, emotional and mental health needs of pupils across the school.	Improved Boxhall scores. Pupil progress tracking. Specialist support through counselling and therapy.

C.	Quality first teaching provided to target vulnerable children, alongside CPD. Pupil progress used to track progress and ensure vulnerable children make progress that is as good or better than their peers. Where necessary, provide enhanced interventions to meet the learning needs of identified individuals and close the learning gaps.	Leaders track the progress of vulnerable groups vigorously. Data to show greater progress of our most vulnerable groups. Interventions planned and monitored to track the impact. Training provided to provide the necessary skills to support the children's needs. Additional staffing provided in some of our most vulnerable cohorts to meet their individualised needs.
D.	Embed greater tracking systems to understand the correlation between these groups.	Leaders to track the progress of disadvantaged groups rigorously. CAT testing used to identify individuals' needs.

5. Planned expenditure

Academic year	2018/19
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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?
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<p>Quality first teaching. To accelerate the progress of disadvantaged pupils.</p> <p>To provide enhanced support to meet the individuals' needs.</p>	<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.</p> <p>Link Governors to visit and review the teaching and progress of vulnerable groups.</p>	<p>Teaching and learning toolkit show the most successful interventions to include: Meta- cognitive and self- regulation strategies. Effective feedback strategies Peer tutoring Oral language interventions One-to-one tuition</p>	<p>Pupil progress meetings Performance management Data tracking</p>	<p>HT SLT</p>	<p>Half termly in years 2,5 and 6 Termly in years 1,3,4</p>
<p>Quality first teaching. Enrichment activities.</p>	<p>Quality provision of learning of music teaching provided by specialist practitioners.</p>	<p>Limited opportunities for children to learn an instrument outside of school.</p>	<p>Termly data. Feedback from parents Pupil voice observations</p>	<p>SLT.</p>	<p>Termly monitoring. SLT</p>

To accelerate progress in reading and writing attainment of vulnerable groups	Training provided to enable quality first teaching. Appropriate texts purchased to provide children with a range of experience of quality texts. Reading role areas developed to enhance the children's experiences and responses to texts. HFL detailed literacy plans purchased and followed to support the teaching of reading and writing.	SATs results Data analysis Consultation with Teaching and Learning Advisors.	Pupil progress meetings Learning walks Pupil voice Data analysis	HT SLT Literacy coordinator Governors	Half termly in years 2,5 and 6 Termly in years 1,3,4
Total budgeted cost					£24000
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?

<p>Closing language barriers.</p>	<p>Specialist speech and language support. Talk boost purchased TA trained to provide quality interventions. Frequent analysis of the impact of the intervention.</p>	<p>Early screening of children's speech and language identifying children below expected development. Interventions in previous years demonstrate a good impact of the chosen intervention</p>	<p>Pupil progress meetings. Regular reviews.</p>	<p>Speech and language team. SENCO</p>	<p>Early Years children screened and speech and language gaps identified. Services of a speech and language teacher purchased. Specialist interventions completed for the reception cohort.</p>
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Closing the gaps in reading, writing and maths.	Targeted interventions. Advisor support Invest in training to support the teaching of guided reading across the school. Train the staff to run Literacy support interventions for all year groups. Invest in materials to support the assessment of reading throughout KS1 and KS2.	Schools with robust tracking systems show the most improvement. Successful interventions in previous years have been one to one tuition Challenging tasks or goals through effective feedback are highly effective to improve pupil progress.	Pupil progress meetings. Data analysis. Regular feedback from sessions.	SLT, SDT SENCO Literacy coordinator. Head teacher	Regular book looks Termly pupil progress monitoring in years 1,3 and 4. Half termly monitoring in years 2,5,and 6
Raise the proportion of disadvantaged children who pass the phonics screening.	TAs to run interventions with those pupils at risk of not passing the phonics screening	Small group targeted interventions has demonstrated a good impact on the progress of individuals Data has demonstrated a good impact of the Story Time phonics resources. Robust tracking systems demonstrate the greatest impact on pupil progress.	Regular monitoring of the phonics screening data	KS1 LEADER SENCO Literacy coordinator Headteacher	Termly data analysis Pupil progress meetings
Total budgeted cost					£19,000
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>Children able to cope with their chaotic lives and be ready for learning. All staff follow a therapeutic approach to manage children's behaviour (based on Herts STEPs approach)</p>	<p>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. Additional staff employed to support vulnerable cohorts, individuals.</p>	<p>STEPs training and refresher training for all staff. Identified emotional issues through CPOMS, Pupil progress meetings and social care recommendations.</p>	<p>Environment walks. Pupil progress meetings. Observations. Visits from external professionals. Pupil progress.</p>	<p>SLT Pastoral AHT Nurture Leader</p>	<p>Termly through pupil progress and boxhall profiles.</p>
<p>Children with complex social, emotional and mental health needs supported.</p>	<p>Nurturing leader. Nurture space. Lunch time club Pastoral AHT. Breakfast club</p>	<p>Identification of individuals needing additional emotional support through pupil progress meetings and social care recommendations. During the 2017/18 academic year, data demonstrated a good impact of the chosen pupil premium spend,</p>	<p>Feedback from Nurture leader. Boxhall profiles. Pupil progress reviews. Case studies</p>	<p>Nurture leader. Pupil progress. SLT</p>	<p>Termly through pupil progress meetings.</p>
Total budgeted cost					£40,000

6. Review of expenditure				
Previous Academic Year		2017 /18		
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	Cost

<p>Quality first teaching.</p>	<p>New Herts planning units purchased and introduced to all year groups. Training given.</p> <p>Reading assessments introduced across the school to track the progress of all children.</p> <p>New comprehensions introduced across the school to develop reading with understanding.</p> <p>Interventions planned and completed to support children to catch up with their peers.</p>	<p><u>English (Reading and Writing) Analysis - Summer term 2018</u></p> <ul style="list-style-type: none"> • Progress and attainment is stronger in reading than in writing across KS1 and KS2 (except in Year 1) • More children need to be making stronger and faster progress in Writing (HfL Detailed planning in place to support next year) • Attainment needs to be stronger in writing across KS2 and Year 2 (Creative Reading Area in place to help improve reading, SPaG and writing) • Greater percentage of children are at risk of not making expected progress in writing • Greater percentage of children are securing ARE or above in reading • Overall, progress and attainment has increased throughout the year (from autumn to summer term). There was a slight drop in Year 3 and Year 5 in attainment in both subjects and Year 2 in writing. Needs to be closely monitored next academic year. <p><u>Maths Analysis Summer 2018</u></p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Total of 75% ARE • ARE and ARE+ - 87% • Decrease of 3% children below ARE <p><u>Year 2</u></p> <ul style="list-style-type: none"> • 82% children ARE and ARE+ • Increase of 15% children ARE and ARE+ • Decrease of children ARE- from 33% to 18% • Increase of 23% of children ARE+ 	<p>Reading will continue to be a strong focus.</p> <p>Quality texts are to be purchased for all year groups.</p> <p>Reading focus areas are to be developed in all year groups from September and their impact closely monitored by the Literacy coordinator.</p> <p>All year groups to be following the Hertfordshire literacy planning. Staff meetings to be used to ensure all staff are familiar and confident with the planning. Regular big write activities planned into the year.</p> <p>Year 5 to be taking part in a writing project.</p> <p>Advisor support purchased.</p>	<p>£11,626</p>
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		<p><u>Year 3</u></p> <ul style="list-style-type: none"> • 57% children ARE • No children ARE+ • Increase from 28% to 43% children ARE- • Decrease of 9% children ARE <p><u>Year 4</u></p> <ul style="list-style-type: none"> • 79% ARE or ARE+ • 21% are working below ARE • 25% are working above ARE <p><u>Year 5</u></p> <ul style="list-style-type: none"> • 53% ARE/ARE+ • Increase of children ARE- (43% to 47%) • Decrease of children ARE+ (2 children) 8% <p><u>Year Six</u></p> <ul style="list-style-type: none"> • 25% are working below ARE • 68% are working at ARE. This has improved by 4 % this term • 7% are working above ARE. 		
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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,	All children benefited from specialist music teaching and had the opportunity to learn an instrument or be taught music by a specialist teacher. Year 4 and 5 held a performance at the end of the year to demonstrate their skills learnt to the parents.	Quality teaching to continue next term. Reception, Year 1,2 and 6 to have specialist music teaching weekly. Specialist music teacher to teach violins with Year 4. Trumpets with year 5.	£12,180
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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)
Close language barriers	Specialist speech and language intervention.	Autumn- 19 children working in small groups, 4 SEN pupils. All groups achieved their targets. 1 child will need additional support next term. Spring - 17 children 2 PPG receiving speech and language interventions. Targets achieved, great impact noted by teachers and SALT. Summer- Summer term- 3 children, 2 SEN and 1 PPG receiving support to achieve their speech and language targets. Targets achieved.	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.

<p>Close the gaps in reading, writing and maths</p>	<p>Specialist interventions</p>	<p>Nursery</p> <p>The PPG made greater progress in reading, writing and maths. The percentage of children achieving ARE in maths is the same as the cohort but less in literacy.</p> <p>Reception</p> <p>PPG children made more progress than the cohort in maths but less in literacy. Less PPG children achieved ARE than the cohort.</p> <p>Year 1</p> <p>PPG children are performing better in reading and writing but are making slightly less progress than the cohort in maths.</p> <p>Year 2</p> <p>PPG children are making slightly less progress than the cohort in all three subjects.</p> <p>Year 3</p> <p>PPG made greater progress than the cohort in all three subjects.</p> <p>Year 4</p> <p>PPG made less progress than the cohort in all three subjects.</p> <p>Year 5</p> <p>PPG children made more progress than the cohort in writing but slightly less progress in reading and maths.</p> <p>Year 6</p> <p>PPG made greater progress in reading and maths and slightly less progress in writing.</p>	<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.</p> <p>Closer monitoring of the interventions to be introduced from September 2018.</p> <p>CAT testing purchased and introduced from September 2018.</p>	
			<p>COST</p>	<p>£16,574</p>
<p>iii. Other approaches</p>				

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)
To enable children and their families to cope with their chaotic lives and be ready for their learning.	<p>Families given a budget to use against enrichment activities costs.</p> <p>Breakfast club staffed to enable children to begin their day with a nutritious breakfast.</p> <p>Daily healthy snack purchased for all KS 2 children</p>	<p>Family budget has been welcomed and used against enrichment activities.</p> <p>Children have attended the breakfast club. Children who arrive without breakfast have been provided with one allowing them to focus on their learning.</p> <p>All children have the opportunity to eat a healthy snack daily.</p>	These provisions will continue next year allowing our vulnerable groups to be ready for learning.
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 dealt 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>Monitoring of the individuals showed improved Boxhall scores and cpoms showed number of incidents occurring.</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.

	Cost
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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.