



Educational excellence together

**HERTS FOR LEARNING
PUPIL PREMIUM REVIEW REPORT
FEATHERSTONE WOOD PRIMARY SCHOOL**

School Details

Unique reference number	131505
Local authority	Hertfordshire
Review number	HJMGPP070514

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Headteacher	Louise Shuttleworth
Chair of Governors	Michelle Gardner
Date of last Ofsted school inspection	31 January 2014
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Review date 7 May 2014

The purpose of a pupil premium review is to:

- Assess the school's current use of Pupil Premium (PP) funding and its impact on pupil progress.
- Where necessary, make recommendations for the improved use of PP funding so that the school can refine its strategy in order to have greater impact on pupil progress.

The newly devised strategy, which will be written by the school in partnership with the review team, will consist of interventions known to have a positive impact on pupils' achievement.

The review team for a pupil premium review consists of an external adviser, typically a Herts for Learning (HfL) achievement adviser, and a Local Leader of Education (LLE) from a Hertfordshire school.

Summary of key findings for this review

This is a school which uses the pupil premium grant effectively

Information about this Review

- The external adviser and the LLE scrutinised a range of documentation including the school's data file for pupil premium, the budget papers explaining how the grant is being spent and the pupil premium policy.
- They checked that the school's website meets statutory requirements.
- They talked to pupils supported by the pupil premium about their learning.
- They talked to governors about the school's use of the pupil premium
- They worked with leaders of the school to revise the school's strategy for spending the grant.
- The headteacher, the deputy headteacher, the inclusion leader, the external adviser and the LLE met at various points during the course of the review to provide an opportunity to confirm findings, to clarify any outstanding points and to hear some early feedback.

The school uses the pupil premium grant well in these ways

- The website meets statutory requirements because it details the total amount of the funding allocated to the school for the current year and specifics about how the grant is being spent. The information for previous years, before the current leaders took up post, is less thorough.
- The pupil premium files include the relevant information and are presented in an easily accessible way.
- The pupil premium policy is a well written and thorough document which summarises the school's context, the mission statement and how the school aims to fulfil this statement, a paragraph about the role of governors and a list of additional provision.
- Pupil premium support is given a high profile within the school because the deputy headteacher is the lead for this work and there is a link governor who meets with the deputy half termly to support and challenge him in his work.

- The grant is targeted at a range of strategies and many of these are research based to bring about greatest benefit for the pupils. They include training on aspects of teaching such as marking and feedback, focussed training for early identification and support in the Early Years Foundation Stage and significant work on speech and language development.
- Where interventions are not obviously 'high value', the leaders are clear about the rationale for using them and know that they will need to check their impact in due course.
- There are early indications of impact from the more focussed work with pupils supported by the pupil premium. For example, to date greater proportions of pupils are making at least expected progress than last year; some reading interventions are making a positive difference to the reading skills of some of the pupils.
- Leaders at all levels monitor and evaluate provision for pupils supported by the pupil premium and these pupils are the focus of regular and robust pupil progress meetings; useful links are made between the school's work on pupil premium and the Improvement Partner visits.
- The pupils confirmed that their work challenged them and that they are well supported through prompts in the classroom and through their peers in the classroom when they are 'stuck'.

The Governance of the school

- The relatively new Governing Body is aware of the amount of funding coming into the school and how it is being spent.
- They know that pupils with a range of abilities are benefiting from this support.
- They are given a great deal of very useful information by the headteacher to help them understand the rationale for spending the grant.
- They have been directly involved in deciding where additional provision has had little impact and have supported the senior leadership team to address sometimes sensitive issues.
- They can cite impact from the support for identified pupils. For example, they are aware that the pupils' conduct is improving and that there are not as many exclusions as a result of the nurturing and counselling interventions.

What does the school need to do to improve further?

- Add a column to the table on the website to indicate intended outcomes for pupils.
- Tweak the policy to include specifics about the role of the link governor.
- Develop systems for measuring small steps of progress for identified pupils and set these in the context of short case studies.
- Consider setting up a folder for each pupil supported by the pupil premium to gather all information together in one place.
- Revise the pupil premium strategy to include reference to pupil self-regulation in the form of choosing levels of difficulty in their work, determining their roles for themselves when they work in groups and taking charge of their own conduct, RAG rating the effectiveness of interventions, making sure that the strategy is adapted in the light of monitoring and evaluation outcomes, and encouraging governors to lead on the use of sound research as a basis for deciding which additional provision to offer.

Review team

**External Adviser – Helen Jones, Senior adviser
Local Leader of Education – Maria Green, Aycliffe Drive**

