

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 | 174 |
| Proportion (%) of pupil premium eligible pupils | 31.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 21-24 |
| Date this statement was published | October 21 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Louise Shuttleworth |
| Pupil premium lead | Paula Franklin |
| Governor lead | John Simpkin |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £68905 |
| Recovery premium funding allocation this academic year | £7975 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £55172.45 |
| 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 | £132052.45 |

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. 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 high 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 and the Education Empowerment Foundation

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.

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 trained in maths mastery through the HFL advisor.</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. | Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to in line with national average |
| 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: £18657

| 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>Quality provision of learning of music. Whole school music scheme purchased to support the teaching and learning.</p> <p>Invest in a range of enrichment activities to broaden the experiences of the children.</p> | <p>The EEF states that participation in the arts has a moderate impact on the progress for a low cost.</p> <p>Provided a quality learning experience allows children experience a broader range of experiences</p> | <p>3 and 4</p> |

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

Budgeted cost: £ 61684

| 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>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> | |

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

Budgeted cost: £ 44542

| 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 | 1 and 3 |

| | | |
|--|--|--|
| <p>Pupils will be encouraged to attend breakfast club and when necessary offered reduced cost breakfast club.</p> | <p>education, employment 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. 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>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.</p> <p>STEPS training and refresher training for all staff.</p> <p>Identified emotional issues through CPOMS, Pupil progress meetings and social care recommendations.</p> | |

| | | |
|---|--|--|
| Additional staff employed to support vulnerable cohorts, individuals. | | |
|---|--|--|

Total budgeted cost: £ 124883

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 2020 to 2021 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

Spring Data

No data due to Covid.

Summer term

19 % working towards expected level in communication

81% working at or above expected level

Back on Track programme of learning purchased for literacy and maths.

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.

New fluency slides purchased for maths.

The Early years leader attended a leadership course. An early year's maths course was attended.

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.

New maths leader and literacy leader attending the 5 day training course.

New resources purchased to support the Back On Track materials and provide quality texts to support the literacy learning.

Whole school training to develop the use of Google Classroom to deliver home learning during lockdown

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

During lockdown, children provided with small group support and targeted interventions.

During the Autumn Term all year groups provided interventions to groups of children identified through Pupil Progress meetings.

School Data shows:
Autumn Progress Data

| | R | | W | | M | |
|---|------|---------|------|---------|-----|---------|
| | PPG | NON-PPG | PPG | NON-PPG | PPG | NON-PPG |
| 1 | NA | NA | NA | NA | NA | NA |
| 2 | 1 | 1 | -2 | 0.1 | 1 | 2.2 |
| 3 | NA | NA | NA | NA | NA | NA |
| 4 | 0.7 | 1.2 | -0.3 | -0.7 | 0.3 | 1.4 |
| 5 | -3.5 | 1.2 | -3.5 | 0 | -5 | 1.2 |
| 6 | 2.2 | 2.5 | 0.2 | -3,6 | -2 | -4.9 |

During the Spring Term, children attending school were provided with small group support. In Year 4 ,eight children attended. Two children were provided with additional phonics support.

In year five and six, thirteen children attended. Two children were given one to one support to close gaps in their maths computations

Summer Term Data

Percentage of children achieving expected or Greater Depth

| | R | | W | | M | |
|---|-----|---------|-----|---------|-----|---------|
| | PPG | NON-PPG | PPG | NON-PPG | PPG | NON-PPG |
| 1 | 0 | 0 | 50 | 42 | 0 | 0 |
| 2 | 13 | 67 | 13 | 75 | 0 | 75 |
| 3 | 33 | 59 | 33 | 53 | 33 | 47 |
| 4 | 40 | 71 | 20 | 53 | 20 | 59 |
| 5 | 50 | 73 | 0 | 20 | 0 | 73 |
| 6 | 80 | 58 | 40 | 47 | 80 | 63 |

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.

Home visits made weekly to support our most vulnerable during lockdown and food parcels provide.

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 |

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.