

Featherstone Wood Primary School

Pupil Premium Grant and SEN Expenditure: Report 2018-2019



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 below national average, number on roll varies but is usually around 187, 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 has developed into the Headteacher and two assistant heads responsible for curriculum and SEN .
- 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.
- 18% of our pupils claim Free School Meals.
- 22% of our pupils receive SEN support or have an EHCP plan.
- 27% of our PPG Pupils are SEN.
- 25% of our pupils have English not as their first language(EAL)
- 38% of our children are from Ethnic Minority groups.
- Attendance is at 94.9%.

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. A part time pastoral leader has been appointed together with a nurture group leader who provides a lunch time club and small support sessions to support the needs of our most vulnerable.
- The school has developed a nurture group and leader to raise the self-esteem and develop emotional awareness in our vulnerable groups.
- Mindfulness has been a strong focus for the school for the past three years.
- The school launched an up-to-date reading system to meet the 2014 National Curriculum. It has invested in a computer library system.
- The ICT has been developed across the school with the purchase of ipads and a whole school investment in the Purple Mash computing scheme.
- The Early Years environment has been improved to provide quality resources and a stimulating learning space to promote first hand learning experiences.
- Staff have gone through extensive training to give them the skills to provide individualised interventions to accelerate progress.

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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
- 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.

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

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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
- Extended learning out of school hours through early morning support and after school booster sessions

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
- 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.

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Funding priorities 2018/19

- 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 reading will be a strong focus. Quality texts have been purchased to work alongside the new HFL planning documents. The school has invested in additional training to ensure quality first teaching. In addition, the school will be participating in the reading fluency project.
- The school has recognised 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 with a Nurture leader providing group interventions and a lunch time support club. The SLT has a pastoral leader to ensure the needs of the cohort are met.
- 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.
- 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	187
Total number of pupils eligible for pupil premium funding	59
Total number of pupils receiving SEN support	38
Total number of pupils with an EHC Plan	1
National SEN budget (including Exceptional Needs delegation) Basic per pupil entitlement	£7005
CLA PPG	£2799
Pupil Premium funding	£91439.3

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Record of Pupil Premium Funding spending by item/project 2018/19				
Year group	Item/project	cost	Objective	Impact/outcome To be recorded July 2018
EYFS	Language Speech sounds	£654	To raise speech and language levels for nursery and reception cohort through the use of Wellcomm materials	Spring- 12 children receiving speech and language support to close gaps toward ELG Summer- one SEN child receiving one to one support to achieve SALT targets.
	SALT	£1008	To support individual children to meet their individual targets from the Welcome screening.	Autumn- all children screened and SALT targets set. One to one interventions planned to meet the individual targets. Spring-Two children SEN and PPG receiving daily speech and language support to meet speech targets.
	SALT	£252	To raise speech and language levels for nursery and reception cohort through the use of Wellcomm materials	Summer- One SEN child receiving one to one speech and language support to achieve SALT targets
	EYFS budget	£3921	Early intervention - to provide quality and consistent resources in the learning environment - particularly to support boys' understanding	New equipment and learning environment developed inside and outside of the classroom. Improved first hand experiences for all children.
	Social Skills	£460	To be able to take turns in games, sustain a two way conversations	Autumn Term, 5 children, 2 SEN and 1 PPG Receiving interventions to develop their social skills. Three children made 1 step progress. Spring Term-5 children, 4 SEN and 1 PPG Summer- four children, 3 SEN, receiving small group and one to one social skills intervention. Improved relationships with peers
	Fine Motor	£766	To develop their fine motor skills.	Autumn Term 4 children, 2 SEN AND 1 PPG. Two children made greater progress than their peers. Spring Term- 4 children, 2 SEN and 1 PPG Summer- four children, 2 SEN, 2 PGG receiving small group support.
	Adult support	£9000	To provide one to one support to meet a child's needs.	Autumn Term Two additional adults employed to provide individual support for two children. 2 SEN Spring Term Two additional adults employed to provide individual support for two children. 2 SEN Summer term Two additional adults employed to provide

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				individual support for two children. 2 SEN
	Phonics	£383.40	To achieve ELG in phonics	Autumn Term- 8 children, 3 PPG and 3 SEN. To continue with phase two in order to secure. Spring Term-7 children, 3 PPG and 1 SEN. 1 child has achieved their phase two sounds and is working on phase three. Six children are recognising the phase two sounds but struggle to blend. Further interventions planned.
Year 1	Reading support	£254	To increase their reading fluency and reading age by 6 months	Spring Term-5 children, 1 SEN Three children made 1 step progress, 2 children made 2 steps progress Summer- children continue to receive reading support
	Word Aware	£127.8	To make two steps of progress.	Autumn Term- 1 child receiving one to one support to develop their word awareness. Target achieved.
	Phonics	£160	To secure their phase four phonics	Summer term- five children, 2 PPG receiving small group support. The children all made good progress. Three children passed the phonics screening.
	Counselling	See nurture whole school costs	To raise self-esteem, develop emotional awareness and communication skills	Spring Term- 1 SEN to receive one to one support. Child more settled in school. Intervention to continue next term. Summer Term- 1 SEN child receiving one to one support.
Year 2	Adult support	£3398	To provide one to one support to meet individualised support	Autumn Term- additional adult employed to meet the individual needs of 1 PPG, SEN child. Child left the school.
	ELF	£307	To improve LAF score.	Autumn Term- 1 PPG child receiving one to one support. Progress made but this needs to continue next term. Spring Term-1 PPG child receiving 1 to 1 support. 1 step progress in writing, 2 steps progress in reading.
	Reading	£383	To improve reading ages by at least six months	Autumn Term- 5 children, 2 PPG. 1 child making progress. Spring term- 4 children, 2 PPG 1 SEN. 2 children made 2 steps progress, 2 children made no progress. Summer Term- 4 children, 2 PPG, 1 SEN.
	SALT	£204.5	To support individual children to meet their individual targets from the Welcome screening.	Autumn Term- 2 children, 1 PPG. 2 SEN. Targets met new targets set, Spring term—2 children, 2 SEN 1 PPG Children working on their new targets.
	Additional teacher employed	£7698	To meet the needs of small groups and close the learning gaps.	Summer Term- children given small group support to close the leaning gaps in reading and writing. 14 children, 5 PPG, 3 SEN.
	Talkabout	£345	To raise self-esteem, develop emotional awareness and communication skills.	Autumn Term- 3 children, 2 PPG, SEN. Boxhall scores show an improvement with all children. Spring term- 4 children, 2 PPG, 1 SEN. All children made progress understanding their

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			To be able to take turns and develop social skills.	feelings. One child made good progress. Summer term- 3 children, 2 PPG and 1 SEN. Improved turn taking and relationships with peers.
	Art therapy	£660	To raise self-esteem, develop emotional awareness and communication skills	Autumn Term- 2 SEN children. Children completed the programme Spring- 1 PPG child. Child completed the programme. Summer TERM- 2 children, 2 SEN receiving support. Completed the course.
Year 3	ELF	£910	To improve LAF score.	Autumn Term- 4 children, 2 PPG/SEN child. Improved scores for 2 children. Spring term- 3 children, 2 SEN, PPG. Staff absence so did not happen.
	SALT	£77	To support individual children to meet their individual targets from the Welcome screening.	Autumn Term- 1 SEN child. Target set and new speech targets set.
	Maths Support	£151	To secure the year 1 and 2 maths mastery curriculum and make accelerated progress	Autumn Term- 4 children, 1 SEN/PPG. Children successfully completed the year 1 and 2 learning. Improved four rules learning. Intervention stopped.
	FMS	£51	To develop their FMS skills through touch typing and manipulation of equipment.	Autumn Term-1 SEN child. Little impact, stopped
	Nurture	See whole school nurture costs	To raise self-esteem, develop emotional awareness and communication skills	Spring Term-4 children, 2 PPG, 1 SEN. Children settling well. See summer impact. Summer Term- 4 children, 2 PPG, 1 SEN
	Art Therapy	£330	To raise self-esteem, develop emotional awareness and communication skills	Spring term- 1 PPG. Child completed the programme. Summer term- 1 PPG child. Completed the course.
	Writing support	£77	To accurately punctuate sentences.	Autumn Term- 4 children, 1 SEN Spring Term- 4 children, 1 SEN. One child made three steps progress and three children made 2 steps progress.
	EAL support	£230	To support past tense english	Summer term- three children, 1 SEN.
	Write words	£77	To improve spelling	Summer Term- 2 children, 1 PPG, SEN
Year 4	Maths Support	£1532	To secure the year 1 and 2 maths mastery curriculum and make accelerated progress	Autumn Term- 4 children, 3 SEN Children are secure for year two learning. Intervention stopped.
	1:1 PRECISION READING/ SIGHT READING	£919	To provide one to one support to improve LAF assessment.	Autumn Term- 1 SEN child. Spring Term- 1 SEN child. Good progress made with reading. Phase two 100% accurate, phase 3 95% accurate. Spelling is 30% accurate. Summer term- 1 SEN child
	Precision spelling	£102	To be able to spell HFW.	Autumn TERM- 2 children, 1 PPG, 1 SEN. Some progress made.

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	1:1 reading	£205	To improve their attainment by one step.	Autumn term-1 SEN child. Improved fluency but no steps of progress. Spring Term- 1 SEN child. 1 step progress made. Summer Term- 2 SEN children
	1:1 PHONICS	£51	To improve auditory sequential memory	Autumn Term- 1 SEN child. Child more secure intervention stopped.
	Times Table intervention	£204	To secure their times tables knowledge.	Autumn term-3 children, 1 PGG Improved knowledge, change of focus to number bonds next term Spring Term-3 children, 1 PPG. Two children made two steps progress and the other made 1 step progress.
	Writing support	£102	To accurately write sentences and punctuate accurately	Spring Term- 4 children, 1 SEN, 1 PPG. Three children made two steps progress and one made three steps progress.
	Reading Fluency	£0	To improved develop reading fluency and read to an adult.	Spring Term-5 children, 4 SEN, 1 PPG. Two children made 1 step progress, two made two steps and 1 made no progress.
	Nurture	£153	To raise self-esteem, develop emotional awareness and communication skills	Spring Term- 4 children, 1 SEN Impact measured in the summer term.
	Art Therapy	£330	To provide one to one emotional support and develop emotional awareness and communication skills	Autumn Term- three children, 1 PPG. Intervention completed. Spring Term-1 PPG child. Intervention completed
	Wriitng	£102	To develop sentences using clicker 7	Summer term-2 SEN children
	EAL support	£230	To support past tense english	Summer TERM- 2 children receiving support.
Year 5	VAK	£460	To improve their LAF assessment and accuracy	Autumn Term-2 children, 2 PPG and 1 SEN. Good progress made by one child. Further assessments planned for the other.
	Lego Therapy	£302	To develop confidence, processing, team working and listening skills.	Autumn Term- 2 times a week children invited to join the lego club. Children much calmer and able to work as a team.
	Maths Support	£1532	To secure the year 1 and 2 maths mastery curriculum and make accelerated progress	Autumn Term- 2 children, 2 SEN, 2 PPG. Children completed the Year 2 maths mastery and will move on to the Year three next term. Spring Term- 2 children, 2 SEN, 2 PPG. 1 child achieved expected level.
	Maths	£160	To improve maths score	Autumn and Spring term- 1PPG child. Improved knowledge of the four rules.
	Reading	£1310	To improve their reading fluency	Autumn Term-7 children, 4 SEN, 5PPG 5 children more fluent and reading frequently. Spring term- 4 children, 3 PPG, 3 SEN. Improved fluency. Children next to focus on comprehension.

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	Reading Comprehension	£762	To develop children's comprehension skills to achieve exceeding	Spring Term- 6 children, 3 PPG, 2 SEN. Slight improvement in their PIRA scores.
	Nurture	£153	To raise self-esteem, develop emotional awareness and communication skills	Spring Term-4 children, 2 PPG, 1 SEN. 1 child to receive intensive support. Support to continue due to complexity of the child's needs.
	Art therapy	£440	To provide one to one emotional support and develop emotional awareness and communication skills	Autumn Term- 1 SEN, PPG. Child refused to continue after several weeks Spring term-1 PPG. Child completed the course.
	Rapid Writing	£230	To improve the writing level of the children	Summer term- 2 PPG, SEN Children working in a small group.
	Write words	£77	To improve their spelling scores	Summer term- 1 SEN, 2 PPG children
	EAL support	£77	To secure their grammatical understanding	Summer term- 1 PPG child
	Dyslexic support	£1008	To develop strategies to support dyslexic diagnoses	Summer term- 1 SEN child
Year 6	Maths	£1814	To develop the children's calculations skills	Autumn Term- all children given small group intervention. Improved scores seen through regular testing. Spring Term- all children receiving small group intervention weekly. Percentage achieving ARE risen from 5% to 56%
	WAT	£1323	To up level their writing skills and close the gaps	Autumn term- 4 children given 1:1 support. Percentage of children reaching ARE improved. Spring Term- 2 children, 2 SEN, 2PPG receiving 13 weeks of 1:1 support. One child made 4 steps progress and the other 3 steps.
	Spelling	£204	To secure Yr 3-6 spellings and regular spelling patterns	Spring Term- 5 children, 4 PPG and 4 SEN, receiving small group support. All children made excellent improvements in their spelling scores.
	Maths intervention	£357	Close gaps in their maths learning due to attendance issues	Autumn Term- 1 PPG child given 1:1 intervention. Sats scores showing improved percentages of children reaching ARE. Spring Term- two children, 2 PPG and 1 SEN, receiving 1:1 intervention to close their gaps. Both children made 3 steps progress.
	Maths intervention	£664	Consolidate areas of learning, improve confidence	Autumn term- 5 children, 4 PPG, 4 SEN SATs scores showing percentage of children achieving ARE improving. Spring Term-5 children, 4 PPG and 2 SEN receiving small group support to improve scores in their SATs. Three children made 4 steps progress and 1 child made 4 steps progress.
	Art Therapy	£440	To provide one to one emotional support and	3 children, 3 PPG, 1 SEN

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			develop emotional awareness and communication skills	
Whole School	Out of school enrichment activities	£1930.73	To provide enrichment activities to enhance first hand experiences	Whole class Hendon visit. Year group day trips
	School councillor	£10730.2	To develop emotional resilience whilst working through personal events.	Autumn and Summer term- children given one to one support.
	Software subscriptions	£10175	To provide up-to-date resources to enhance the learning experience of the children.	Software subscriptions renewed and new ones taken out. TTRockstars Monster phonics Testbase Mathletics Storytime phonics Twinkle Herts for learning Literacy Key
	Swimming	£2708	To provide every child from Year 2 to Year 6 with ten weeks of swimming lessons to achieve the national curriculum requirements	Each term years 2,3,4,5 and 6 are provided with 10 weeks of swimming.
	Nurture support	£1380	To train and provide a group leader to raise self-esteem, develop emotional awareness and communication skills.	Autumn term- 13 children provided with small group nurture support. 5 PPG, 8 SEN. Spring Term- 8 children, 5 PPG and 3 SEN receiving small group support. Summer term-10 children, 4 PPG, 2 SEN receiving small group support.
	Pastoral leader	£10814	To provide a part time pastoral support leader to coordinate the provision for our most vulnerable groups.	Autumn Term-leader monitoring the groups, attending meetings and supporting vulnerable families.
	Bright Stars	£157	To improve emotional awareness and resilience	One year group to follow the Bright Stars strategy.
	Steps Training		To train the school staff to respond appropriately to challenging behaviour	Autumn Term- all staff attended the refresher course and new staff given the full day training course.
	HFL training services.	£3560	To develop a whole staff understanding of the National Curriculum requirements.	Increased staff knowledge to meet the needs of the children. Courses attended- developing reading, assessment moderation, SEND, SPLD, DSP Training, maths mastery teacher support, paediatric first aid, vulnerable families, sickle cell, early years training, attachment disorder training
	KS 2 fruit	£376.2	To ensure all children have access to a healthy snack daily.	Every child is provided with a healthy snack each day.
	Ipads purchased	£3402.46	To provide the apparatus required to allow all children to access the	Ipads purchased to allow children to access purple mash resources.

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			computing curriculum	
	Purple mash ICT	£600	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.
	Author visit	£550	Enrichment activity. To increase first hand experiences	Spring Term- author visits carried out to develop children's understanding and desire to read.
	Family fund	£590	Funding to support payment towards enrichment activities.	All children from year 1 to year six provided with a home school diary to facilitate home school communication.
	CPOMS	£537.5	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.
	To support home and school communication throughout the school.		To provide every child with a home school diary allowing parents, carers and teachers a means of communication.	All children from year 1 to year six provided with a home school diary to facilitate home school communication.
	Breakfast club	£282	To provide children with a healthy breakfast to begin the school day	3 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	£350	To develop children's life skills and resilience.	Materials purchased to support the PSHE teaching from year two to year six.
	Assistant head SEN	£13361	To coordinate and support the children with SEN across the school	39 SEN children closely monitored throughout the year.
	SEN provision	£471.09	To provide specialist equipment to support the needs of individuals.	Specialist equipment purchased to support the learning of individuals.
	Enrichment	£4570	To provide specialist music teaching. To provide enrichment activities to increase first hand experiences.	Year 1, 2 and 6 received specialist music lessons throughout the year. Year 4 received violin lessons for the year. Year 5 received trumpet lessons with specialist teachers.
	Classroom monitor	£1645	To allow accurate assessment and recording	All year groups using classroom monitor to record the achievements of their class against Herts assessment and interim assessments.

Post-CLA – Spring term interventions

Pupil Premium Plus is £633 per child, per term

Post-CLA

Autumn 18

Intervention	Frequency	Intended impact	Cost	Impact
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ELF literacy programme	20 mins x3 weekly	Improve LAF scores (see TA assessments)	£153.36	Progress evident in books. 1 step progress made this term (A1-A2)
1:1 reading	10 mins x 2 weekly	To develop PIRA scores	£25.56	1 step progress from made this term (A1-A2)
Daily small group support in literacy and maths – teacher support	60 mins per day	To access differentiated learning in class each day	£302.4	Progress evident in books. 1 step progress this term (A1-A2) in reading 1 step progress made this term in maths
Daily small group work in the afternoon for topic work – teacher support	60 mins per day	To access differentiated learning in class each day	£302.4	Child is working a securely ARE In science Progress evident in books. Foundation subjects tracker shows child worked at ARE in history and RE but working towards in art.

Total spent: £783.7

Post-CLA – Spring term interventions

Pupil Premium Plus is £633 per child, per term

Post-CLA

Intervention	Frequency	Intended impact	Cost	Impact
1:1 reading	10 mins x 2 weekly	To develop PIRA scores	£31.95	1 step progress in the Spring Year 2(A2-A3)
Daily small group support in literacy and maths – teacher support	60 mins per day	To access differentiated learning in class each day	£302.4	Progress evident in books. 1 step progress made in maths.No progress in literacy- intervention planned for next term
Nurture intervention	15 minutes per week	To make progress in self and others awareness	£115	Improved Boxhall scores.

Total spent: £449.35

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Post-CLA – Summer term interventions

Pupil Premium Plus is £633 per child, per term

Intervention	Frequency	Intended impact	Cost	Impact
1:1 reading	10 mins x 2 weekly	To develop PIRA scores	£31.95	This term 2 steps of progress were made. This is above the rest of the cohort. Working at ARE.
Small group phonics booster	15 minutes 5x weekly	To improve his phase three phonics	£38.2	Reading progress is good this term. More work is needed to secure phonics knowledge. Working towards ARE.
Daily small group maths – teacher support	30 mins per day	To access differentiated learning in class each day	£102	This term two steps progress has been made in maths. This is greater than the cohort closing gaps.
Daily writing group	30 mins per day	To achieve ARE in writing	£102	Expected progress made this term. Child is working below ARE but progress is above expected.
Nurture intervention	15 minutes per week	To make progress in self and others awareness	£115	Improved Boxhall scores. Next year, transition between year groups will require nurture intervention.

Total spent £389.15

CLA – 2018/ 19term interventions

Pupil Premium Plus for EY is £300 per child, per term

Current CLA

Intervention	Frequency	Intended impact	Cost	Impact
1:1 support	Every morning – 3 hours	To be able to access learning safely and improve progress across all areas of the curriculum	£1890	Good progress in C&L, PSED, maths and EAD
Pair/small group work to develop social skills	15 mins 3 x a week	To develop social skills – turn-taking and playing alongside appropriately	No extra cost as delivered by 1:1 adult above	Good (1 step) progress in PSED and C&L

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Total spent: £1890

Total pupil premium/ <i>sen</i> funding received	£101,243.30
Total pupil premium/ <i>sen</i> expenditure	£113,821
Pupil premium remaining	- £12,577.70