

Featherstone Wood Primary School

Pupil Premium Grant and SEN Expenditure: Report 2019-2020

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 189, 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 are the Headteacher, Deputy Head responsible for SEN and an assistant head responsible for curriculum .
- 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.
- 21% of our pupils claim Free School Meals.
- 17% of our pupils receive SEN support or have an EHCP plan.
- 25% of our PPG Pupils are SEN.
- 20% of our pupils have English not as their first language(EAL)
- 39% of our children are from Ethnic Minority groups.
- Attendance is at 93.24%.

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.
- 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 four years.
- Staff receive training to support their understanding of the different types of behaviours, triggers and the impact of trauma – ‘My World and Me’ by Nessie, STEPs training, Trauma and Attachment Disorder training, SWAN training. The main ethos of the school is to be able to support and equip the staff and children with the strategies to regulate their challenging behaviours. This is reflected through the whole school use of ‘The Hidden Chimp’
- The school has developed a clear pedagogical and content intent for the reading curriculum. There has been considerable investment in reading material and all pupils now have access to an individual reading book which at least matches their phonics

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knowledge. Whole school projects, such as the Spider and the Fly, have been especially effective in encouraging pupils to read widely and often

- The Early Years environment has been improved to provide quality resources and a stimulating learning space to promote first hand learning experiences.
- The skills of the staff and continuously being developed through extensive training to give them the skills to provide quality first teaching.

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

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- 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 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

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- 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.

Funding priorities 2019/20

- 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 continue to be a strong focus. Quality texts, to support our guided reading, will be purchased. In addition, these high quality, age appropriate texts are supporting the development of children's writing. In addition reading books to support the phonics learning will be purchased. The school has invested in additional training and support from the teaching and learning literacy advisor.
- 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.
- Additional staff have been employed to support the complex needs of individuals allowing them to participate in daily school life.
- 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. This year, the school dining room was refurbished to provide an inviting area for school lunches.
- This year, the school is purchasing an on-line parental contact system to enhance the communication between home and school.

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Number of pupils and funding	
Total number of pupils on roll	189
Total number of pupils eligible for pupil premium funding	52
Total number of pupils receiving SEN support	32
Total number of pupils with an EHC Plan	2
National SEN budget (including Exceptional Needs delegation) Basic per pupil entitlement	£38481
Pupil Premium funding	£67205

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	£1140	To raise speech and language levels for nursery and reception cohort through the use of Wellcomm materials	Specialist speech and language advisor to assess and set targets to support the needs of individuals. Throughout the year 4 PPG and 2 SEN children received speech and language interventions. Two were discharged and two children will continue to receive support next year.
	Language support	£81.72	To support their learning of language through small group intervention	Autumn and Spring Term- 3PPG child received group support to achieve their speech and language targets.
	Phonics	£167.39	To close the gaps in their phase two phonics knowledge.	Spring-2 PPG receiving group support. One child has achieved accelerated progress.

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	EYFS budget	£1020	Early intervention - to provide quality and consistent resources in the learning environment.	New equipment and learning environment developed inside and outside of the classroom. Improved first hand experiences for all children.
	Talk Boost	£325.44	To raise self-esteem, develop emotional awareness and communication skills	Autumn Term-1 PPG and 2 SEN child receiving 3 times weekly intervention. Spring term-1 PPG and 2 SEN child receiving 3 times weekly intervention. One child improved his communication and language making good progress.
	Fine Motor	£101.34	To develop an individualised curriculum and support a child's development	Autumn and spring Term- 1 SEN child receiving one to one fine motor skills support.
	Social support	£84.49	To develop their social skills.	Autumn Term- 4 PPG children receiving small group adult support. Spring- I child receiving small group support.
	Additional adults to support individuals	£30063	To provide 1 to 1 support to enable them to engage in their learning	Throughout the year two children received one to one support. 2 SEN Two SEN children received adult support with an individualised curriculum
	Nurture	See Nurture costs	To provide a safe environment throughout lunch time.	Autumn term-3 PPG children. Spring Term- 2 children receiving support. 1 SEN, 1 PPG.
	Phonics	£151.64	To consolidate phase two/ three sounds.	Autumn term- 2 PPG children receiving small group support Spring Term-1 PPG, 2 SEN child
	Literacy word reading	£81.17	To develop their reading of common words	Spring Term- 2 PPG children
	Additional adults to support individuals	£13890	To provide 1 to 1 support to enable them to engage in their learning	Autumn, Spring and Summer term- 2 PPG, SEN children. One child made 2 steps progress in reading and writing and 1 step in maths.
	Maths	£324.75	To provide small group support to close their learning gaps	Spring Term-3 PPG, 2 SEN
Year 2	Phonics	£706	To close the gaps in the children's phonics knowledge	Autumn and Spring term- 1SEN, 1 PPG child.
	Writing	£423	To develop their writing of simple sentences	Spring Term-1 PPG and 1 SEN
	CLIC	£282.55	To develop their writing of words and sentences	Spring Term-1 PPG and 1 SEN
	Spelling	£56.51	To develop their spelling of the HFW	1 SEN child
	Rainbow writing	£97,22	To develop their understanding of	Spring Term- 2SEN, 3 PPG children

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			punctuation and demarcation of sentences.	
	Simple sentences	£97.22	To understand a simple sentence and develop their writing	Spring term- 1 PPG
	Maths	£97.22	To close the maths gaps	Spring Term-2 PPG, 1 SEN
	Nurture	See costs below	To provide a safe, calm environment during lunch time and develop their social skills.	2 children, 1 SEN receiving one to one support.
Year 3	Nurture	See cost below	To provide a safe, calm environment during lunch time and develop their social skills.	Autumn Term- 3 PPG receiving daily lunch time support Spring Term-12 PPG Children offered lunch time club support
	SALT	£84.98	To achieve their individual targets set by the SALT therapist	Autumn term - 1 PPG child and 2 SEN child receiving 1 to1 SALT. Spring Term- 1 PPG child and 2 SEN child receiving 1 to1 SALT
	Maths Support	£314.75	To close the gaps in maths and address and misconceptions	Autumn Term- 10 children receiving small group support. Spring Term - 8 PPG, 11 SEN receiving daily small group maths support. 4 SEN, 2 PPG Children receiving daily small group support.
	FMS	£84.98	To develop their fine motor skills	Autumn term- 2 SEN, 2 PPG children receiving 1 to 1 support. Spring Term-2 SEN, 2 PPG children receiving 1 to 1 support.
	Nurture	See costs below	To raise self-esteem, develop emotional awareness and communication skills	Autumn Term - 3 ppg children Spring Term- Additional adult to meet the complex needs of individuals. 4SEN, 2 PPG.
	Reading support/ writing	£393.43	To develop their phonics understanding and fluency	Autumn Term- 3 ppg children receiving daily 1:1 reading intervention Spring Term- 8 PPG 6 SEN children receiving small group daily reading
	Lego therapy	See nature costs below	To develop social skills	Spring Term- 1 SEN child receiving weekly therapy
	EAL support	£393.44	To develop his understanding of English.	Autumn Term- 1 child receiving daily 1 to 1 support Spring- 1 child receiving daily 1 to 1 support
	1 to 1 support	£6770	To provide 1 to 1 support to enable them to engage in their learning	Spring and summer term- 1 PPG child.
Year 4	Maths Support	£451	To close the learning gaps in maths and consolidate learning	Autumn Term- 4 PPG children receiving daily maths intervention to address misconceptions
	1:1 PRECISION READING/	£91.72	To develop their reading fluency	Autumn and Spring Term- 1 SEN, 1 PPG

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	SIGHT READING			
	1: 1 reading	£344	To develop their fluency and ability to respond to the text	Autumn and Spring Term- 1 PPG
	Times Table intervention	£91.72	To improve their understanding of the multiplication tables	Autumn and Spring term- 3 PPG children
	Writing support	£180.60	To address misconceptions and close gaps	Autumn term- 1 PPG
	Reading Comprehensions	£90.33	To develop reading fluency and comprehension of the texts	Autumn Term - 3 PPG children receiving small group support.
	Nurture	SEE NURTURE COSTS	To raise self-esteem, develop emotional awareness and communication skills.	Autumn Term- 1 child receiving intensive support for 4 weeks
	SPAG	£219	To address misconceptions and close gaps.	Autumn term- 1 child receiving weekly support
Year 5	Writing	£91.72	To improve their writing and editing skills	Autumn and Spring Term-2 PPG children
	Writing	£547.87	To consolidate the learning and close gaps in writing	Autumn Term 4 PPG children. Spring- 4 PPG children and 1 SEN child working in groups of 2
	Writing sentences support	£58.20	To develop their sentence structure and use of conjunctions.	Autumn Term- 1 PPG child
	Maths Support	£648.83	To close the learning gaps in maths and consolidate learning	Autumn Term- 4 PPG children. Spring term- 2 PPG and 1 SEN receiving small group support.
	Spelling	£264.49	To provide an individualised spelling programme.	Autumn Term- 1 PPG Spring Term-2 PPG and 1 SEN
	Reading Comprehension	£71.64	To develop reading fluency and comprehension of the texts	Spring Term-3 PPG and 1SEN
	Phonics	£71.64	To close the gaps in their phase three phonics knowledge	Spring-1 SEN child
	Nurture	See Cost Below	To raise self-esteem, develop emotional awareness and communication skills.	Autumn and Spring Term- 2 SEN children receiving small group support
	Maths	£84.95	To consolidate learning and close gaps.	Autumn Term 10 PPG 2 X weekly pre-teach support
Year 6	Dyslexic support	£293.57	To follow the program of leaning put in place through specialist support	Autumn Term- 1 PPG, SEN child receiving 15 minutes 4x weekly support. Spring Term-1 PPG, SEN child receiving 15 minutes 4 x weekly support

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	Maths	£279.6	To close the gaps in maths	Autumn term- 7 PPG, 1 SEN children receiving weekly 30 minutes maths intervention to address misconceptions and close gaps. Spring Term- 7 PPG, 1 SEN children receiving a 30 minutes small group intervention and 15 minute intervention to close gaps.
	Writing support	£223.66	To up level their writing skills and close the gaps	Autumn Term- 1 PPG children receiving 1: 1 writing support 2 x weekly to develop his sentence structure. Spring Term- 2 PPG receiving small group support to develop their grammar and sentence structure
	Spelling	£503.25	To secure Yr 1-2 spellings and regular spelling patterns	Autumn Term-2PPG, 3 SEN children receiving 3 x weekly spelling support to learn the Year 1 and 2 spellings Spring Term- 2 SEN, 1 PPG receiving 5 x weekly spelling support. 5 children 2 PPG receiving daily spelling support.
	Maths intervention	£776.44	To develop the children's calculations skills	Autumn term-8 PPG, 3 SEN receiving weekly small group maths support for 40 minutes Spring Term-8 PPG, 3 SEN receiving weekly small group maths support for 40 minutes
	Reading Intervention	£652	To develop reading fluency and comprehension of the texts	Autumn term- 8 PPG, 2 SEN children receiving 30 minute weekly support. 4 PPG children receiving 1 : 1 reading support to develop their fluency. Spring Term- 8 PPG, 2 SEN children receiving 30 minute weekly small group reading support.
	Counselling	See costs below	To raise self-esteem, develop emotional awareness and communication skills	Autumn Term- 1 PPG child receiving weekly counselling sessions SpringTerm- 1 PPG child receiving weekly counselling sessions.
	Nurture	See costs below	To raise self-esteem, develop emotional awareness and communication skills	Autumn Term- 3 PPG children receiving weekly lunch time support. Spring Term- 1 PPG child receiving weekly lunch time support. During lockdown 1 child receiving 1 to 1 support.
Whole School	School councillor	£10,570	To raise self-esteem, develop emotional awareness and communication skills	To receive weekly one to one counselling sessions throughout the year.
	Software subscriptions	£5282.70	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

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				Herts for learning Literacy Key Big Maths
	Swimming	£2618	To ensure all children are able to attend the swimming lessons to support their attainment of the National Curriculum.	Year 3,4,5 and 6 receiving ten week lessons per year.
	Nurture support	£5078.40	To train and provide a group leader to raise self-esteem, develop emotional awareness and communication skills.	See above
	Training	£9800	To develop a whole staff understanding of the National Curriculum requirements.	Whole staff training throughout the year- guided reading, writing gaps analysis, phonics training, big maths training, writing, maths mastery, attachment and disorder, prevent, steps, Nessie training, making learning sticky,
	HFL training services.	£2290	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, paediatric first aid, vulnerable families, sickle cell, early years training,
	KS 2 fruit	£458.6	To ensure all children have access to a healthy snack daily.	Every child is provided with a healthy snack each day.
	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.
	Reading	£2000	To provide quality guided reading books which are age appropriate. To purchase reading books to meet the needs of ks1 and ks2 children.	Phonics books purchased for key stage 1. Reading books to close gaps in some of the reading library. Specialist books to support the reading of SEN children.
	Family fund	£520	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	£666	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.

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To support home and school communication throughout the school.	£558	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. Marvellous Me purchased allowing all parents and carers to receive daily news about their child's achievements
Breakfast club	£75	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	£312.5	To develop children's life skills and resilience.	Materials purchased to support the PSHE teaching from year two to year six.
SEN provision	£1000	To provide specialist equipment to support the needs of individuals.	Specialist equipment purchased to support the learning of individuals.
Enrichment	£2474.25	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	£1695	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.

Total pupil premium/ sen funding received	£105,686
Total pupil premium/ sen expenditure	£107,857.11
Pupil premium remaining	- £2191.11