

Featherstone Wood Primary School

Pupil Premium Grant Expenditure: Report 2014-2015



Context of school

Featherstone Wood Primary School is a one form entry school, with a current school role of 186 pupils. There is high mobility in and out of the school, in 2013 there was a stability rate of 75.1% which is significantly below the national average. The school is situated in central Stevenage. 37.8% of our children come from the immediate locality of Shephall, with the rest arriving from a variety of areas within Stevenage.

The percentage of children eligible for Free School Meals (42%) is well above the national average and has risen dramatically over the last three years. We also have a number of families' not eligible for FSM but who are struggling and require additional support from the school and the family support worker. The percentage of children identified as having Special Educational Needs is (17%). Our school has a large percentage of boys (54.1%). Attainment on entry to our Nursery is below age related expectations in all areas of learning.

We have high aspirations and ambitions for our children and believe that every child should be given the opportunity to learn and achieve. We believe that dedication and commitment to learning make a difference to success and we are determined to ensure that our children are encouraged and adequately supported, to enable them to realise their full potential. It is therefore essential that we identify individual barriers, in order to provide personalised, targeted support so that our children develop their learning and achieve to the very best of their ability.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring that it is spent in the most effective way possible in order to maximise achievement and opportunity.

Recent and New Initiatives

- The school is striving to create a positive learning culture in which everyone can reach their full potential.
- A whole school focus on behaviour for learning and the embedding of a consistent system for promoting, rewarding and monitoring pupil behaviour.
- Launch of a revamped library and promotion of reading across the school with children accessing the main school library each week with their parents. Reading displays to reinforce reading for pleasure.
- Counselling service/play therapy for one morning each week, providing support for children with social, emotional and behavioural issues.
- New foundation stage shelter built to support outdoor learning opportunities across the curriculum areas.
- New marking and feedback policy embedded (based on Sutton Trust research)
- Personalised targets used and embedded
- Specialist TAs developed to support learning
- Phonics groups highly tailored to children's needs

Objectives of Pupil Premium Spending

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. 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 we are working to eliminate barriers to learning and progression. Many children start our school with a very low baseline of attainment and below average language skills 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) and The Sutton Trust Teaching and

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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 spending:

Key Principles

Building Belief

We will endeavour to provide a culture where:

- Staff believe in ALL children
- 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 pupils
- All staff are aware of who the pupil premium 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
- 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

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 2014/15

This year, our priority is to raise standards in maths and writing across the school.

Number of pupils and pupil premium funding received

Total number of pupils on roll	201
Total number of pupils eligible for pupil premium funding	
Total amount of pupil premium funding received	£84,900

Record of Pupil Premium Funding spending by item/project 2014/15

Year group	Item/project	cost	Objective	Impact/outcome To be recorded July 2015
Cohort Exit 2020/21	Speech and language communication assistant (staffing)	£2028	To raise speech and language levels for nursery cohort through the use of Wellcomm materials	15 children receiving 1:1 speech and language support once each week. Children assessed for speech and language difficulties more quickly and supported with targeted activities. By end of summer term: only 4/15 children were still requiring targeted support.
	EYFS canopy	£26,630	To enhance outdoor learning across the curriculum, particularly inspiring boys in their learning	58% of children achieved a GLD in July 2014.
	Environment and early intervention	£184	To improve the quality of the learning environment and impact positively on number and writing skills.	58% of children achieved a GLD in July 2014.
	Nurture group leader provision	£350	To raise self-esteem, develop emotional awareness and communication skills	5 children supported: 3 of these achieved a GLD. Class teacher incorporated relaxation tools in whole class work.
	Enrichment	£150	To provide real contexts	Increased access to first hand experiences

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	activities: Chicks		for learning, motivating and inspiring learners	Evidence of boys choosing to write for a purpose- chick diaries.
	1:1 counsellor	£250	To raise self-esteem, develop emotional awareness and communication skills	1 PPG child
Cohort Exit 2019				
	Nurture group leader provision	£420	To raise self-esteem, develop emotional awareness and communication skills	5 children supported (2 PP children)
	1:1 play therapy with counsellor X 3 children	£1755	To develop emotional resilience whilst working through personal events	1x CLA 1 x PP
	Enrichment activity	£100	To provide real contexts for learning, motivating and inspiring learners	Increased access to first hand experiences
	1:1 counsellor	£500	To raise self-esteem, develop emotional awareness and communication skills	2 PPG children
Cohort Exit 2018				
	Nurture group leader provision	£420	To raise self-esteem, develop emotional awareness and communication skills	3 children supported
	Enrichment activity:	£100	To provide real contexts for learning, motivating and inspiring learners	Increased access to first hand experiences
	1:1 session with counsellor X 1 child	£250	To raise self-esteem, develop emotional awareness and communication skills	1PPG Child supported
Cohort Exit 2017				
	Whizz Kids Maths	£100	To extend learning of more able children so that they reach their full potential	2 PPG children
	Brightstars Programme	£465	To raise self-esteem, promote good concentration and emotional regulation	9 x PP children supported
	Enrichment activity:	£100	To provide real contexts for learning, motivating and inspiring learners	Increased access to first hand experiences
Cohort Exit 2016	Whizz Kids Maths	£100	To extend learning of more able children so that they reach their full potential	2 PPG children and 4 additional children - practice and consolidate, for higher ability mathematicians. Self-esteem and aspirations
	Phonics training for TA	See whole school figures below	To provide catch up phonics teaching to children not yet confident in phase 2/3	Will review with Easter Data - Literacy Leader to analyse data for EYFS/KS1 and to monitor those in KS2 still requiring phonic support

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	Read Day Write Day and Word Wizards intervention training	£120	To provide an individualised intervention programme to raise attainment in literacy for children working well below ARE	2 x PP children Observations indicate good teaching and progress - highly kinaesthetic and tailored to children's next steps.
	Enrichment activity:	£100	To provide real contexts for learning, motivating and inspiring learners	Increased access to first hand experiences
Cohort Exit 2015				
	Provision of additional TA	£5,600	To individualise support and provide intervention programmes to support accelerated progress	Behaviour for learning improved - children making better progress and improved stability for the class.
	Read Day Write Day and Word Wizards intervention training	£120	To provide an individualised intervention programme to raise attainment in literacy for children working well below ARE	2 x PP children
	Enrichment activity:	£100	To provide real contexts for learning, motivating and inspiring learners	Increased access to first hand experiences
	1:1 session with counsellor	£750	To raise self-esteem, develop emotional awareness and communication skills	2 PPG 1 non PPG
Cohort Exit 2014	DAN maths training	£140	To provide a targeted intervention to fill gaps in children's mathematical understanding	3 x PP children
	Nurture group leader provision	£293	To raise self-esteem, develop emotional awareness and communication skills	3 children supported 2 x PP children
	1:1 session with counsellor X 1 child	£1755	To develop emotional resilience whilst working through personal events	1 x PP
	Leader for social skills group project	£350	To develop team work and communication skills	6 children supported (post-SATS project) Increased access to first hand experiences
	Enrichment activity:	£100	To provide real contexts for learning, motivating and inspiring learners	Increased access to first hand experiences

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Whole School	Phonics training for teachers and TAs	£568	To ensure phonics is high quality in EYFS, KS1 and KS2. TA groups are equally high quality	Improved first quality teaching throughout the school. TA groups graded good and outstanding for progress.
	Phonics tracking system	£67	To track the progress and attainment of children through KS1 and EYFS.	All staff have a shared view of pupil progress to ensure learning opportunities are tailored to the needs of the children. Subject Leader is better able to track the progress and attainment of learners.
	Clicker 6	£369	To support and scaffold the writing process in literacy and across the curriculum.	All children have access to Clicker 6. 3 PPG children in year4 and 4 in year 5/6 use Clicker 6 regularly. Has a notable impact on quality and quantity of writing produced. Ch. using Clicker 6 regularly making good progress. Interventions graded good or better in Spring 2015 - Clicker a noticeable strength to scaffold writing. 4PPG children benefitting.
	Peer Mentoring	£24	To support children at lunch times with their emotional and behavioural development.	Training occurred and system will begin after Easter on a rota. Impact to be measured in May and July.
	Stickers for Learning Objectives and Success Criteria	£120	Children have an increased awareness of what they are learning and the transferable skills in all areas of the curriculum.	Children receive quality feedback from all adults in school linked to the skills they were learning in the lesson. Pupil voice and the children's books show feedback and pupil responses are sharper and having a positive impact on learning.
	Highlighters and pens	£92	Adults mark and give quality feedback to children around the skills they are learning.	Children's books and pupil voice questionnaires show all children in school are aware of which skills they have grasped and which skills they need to develop. Children's responses in their books show how they have moved their learning forward from the feedback provided.
	Numicon	£2342	To increase the children's ability to calculate and grasp abstract concepts in a kinaesthetic approach.	Subject leader to measure impact in data and pupil progress. Where Numicon is being used in EYFS accelerated progress noted for Nursery - (16.7% at ARE on entry and 54.2% at ARE by end of Autumn term) Reception environment enhanced significantly as Numicon is available in the environment - JARV '15.
	Numicon Training	£445	To give teachers and TA's skills in using Numicon to support mathematical learning.	Subject leader to measure impact.
	Mathletics	£567	For children to learn in a visual and engaging way. To improve motivation and mathematical learning at home. To practice basic number skills and mathematical fluency.	Subject leader to measure impact.
	Language Specialist	£896	To deliver 3 sessions of staff training around	Subject Leader to measure impact.

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			language acquisition - especially to support PPG children language skills and literacy development.	
	CPOMS	£774	To track and monitor closely the safeguarding issues in school. To improve confidential and effective communications 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.
	Whole School Science Day	£120	To enable all children in the school to aspire to being scientists and to enable them to work as scientists.	Session allowed children to enquire and question and carry out practical activities to observe scientific phenomena. Children enjoyed the sessions and pupil voice in the session showed it inspired them to become involved further in their science learning going forward.
	Chris Quigly training	£1616	To train all staff in the new curriculum and to use this to plan our creative curriculum for September 2014.	New curriculum is cross-curricular and well structured - good coverage (subject leader monitoring) and pitch. Science subject leader will ensure there is a higher priority to 'working scientifically' in her plan going forward.
	Specialist Intervention TAs	£16,965	For children to make accelerated progress.	TA impact good - children make progress as learning is highly tailored to their needs. Planned in close conjunction with class teachers and INCO.
	Fruit for KS2	£570.90	To ensure all children have access to a healthy snack daily.	
	Swimming Subsidy for Yr2 to Yr 6	£3151	To ensure all children have the opportunity to access the curriculum	All PPG children access swimming and those who are non-PPG benefit too and achieve the required standard and are assessed and awarded by Stevenage Swimming Pool
	Touch Screens	£12000	To ensure lessons are interactive and kinaesthetic. To ensure there is progress in the lessons and adult modelling is sharpened.	All lessons this academic year have shown strength where the new boards are used. Children are actively engaged, new learning is modelled and the use of the visualiser enhances adult feedback to children to move learning forwards.

Total pupil premium funding received	£84,900
Total pupil premium expenditure	£83917
Pupil premium remaining	£983