

Featherstone Primary School



Pupil Premium Policy 2019 – 2020

Reported to Curriculum and Standards Meeting: **Governors:** 25th September 2019

Introduction

The Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years; those who are children looked after (LAC) and those who are service children. Schools have the freedom to spend the Pupil Premium in a way they think will best support the raising of attainment for the most vulnerable pupils, enabling us to overcome the challenges faced by our disadvantaged pupils.

Statement of intent

At Featherstone Primary School, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential and close any gaps in progress and attainment.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces

This policy, along with the Pupil Premium Action Plan, outlines procedures for ensuring the funding is allocated correctly.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2019) 'Pupil premium 2018 to 2019: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2018) 'The Service Pupil Premium: what you need to know'
- OfSTED (2013) 'The Pupil Premium: How schools are spending funding successfully to maximise achievement'
- The EEF Guide to the Pupil Premium

Pupil Premium Grant (PPG) allocation rates

For the academic year 2019 to 2020, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,300
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

Objectives

To provide additional educational support to raise the achievement of pupils in receipt of the PPG.

To narrow the gap between the educational achievement of these pupils and their peers.

To address underlying inequalities, as far as possible, between pupils.

To ensure that the PPG reaches the pupils who need it most.

To make a significant impact on the education and lives of these pupils.

To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

Our strategy for success

We will maximise the use of PPG by:

- Assigning a Pupil Premium Leader (Mr. Douglas) to champion the educational needs of PPG recipients and ensure the implementation of this policy
- Ensuring PPG funds can be identified within the school's budget
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent
- Assessing the individual provisions required for each pupil in receipt of PPG

Spending priorities

PPG funding will be spent for the educational benefit of pupils registered at the school.

The school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Are evidence-based
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP)
- Support pupil transition through the stages of education (e.g. from primary to secondary)
- Raise aspirations through access to high-quality educational experiences

- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies

The school will choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers
- An emotionally-intelligent approach to the setting of clear behaviour boundaries
- Increasing pupils' understanding of their own emotions and identity
- Positive reinforcement
- Building self-esteem
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them
- A joined-up approach involving other relevant professionals
- A child-centred approach to assessment for learning

The above priorities are chosen, monitored and evaluation through the use of the Pupil Premium Leader's 'Pupil Premium Provision Map,' a diagnostic tool used for tracking spending and impact on each individual pupil premium child.

If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

Use of the Looked After Children (LAC) and Previously Looked Children (PLAC) premiums

- The LAC premium is managed by the designated Birmingham Virtual School Head (VSH).
- The premium will be used for the benefit of a pupil's educational needs as described in their Personal Education Plan (PEP)
- To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible
- The LAC premium will be used to facilitate a wide range of educational support for LAC
- The designated teacher (Mrs. Harrington) and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil
- The designated teacher will work with the VSH to ensure that all available funding is spent
- PLAC premium is allocated directly to the school
- LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs
- The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit, to determine the best use of the funding
- The EEF's Families of Schools Database will be consulted to learn about effective practice in similar schools

Potential interventions

The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using teaching assistants
- Targeting English and Maths in pupils who are below age-related expectations
- Allocating funds to enable these pupils to participate in extra-curricular activities
- Targeting pupils who require additional help to reach age-related expectations

Use of the Service Pupil Premium (SPP)

The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment
The school will not combine the SPP with any other form of PPG.

SPP spending will be accounted for separately to any other form of PPG

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays
- The school will not use SPP to subsidise routine school activities

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.

The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

The school will publish its strategy for using the pupil premium on the school website.

Reporting

The Headteacher will report annually to the Governing Board and parents/carers regarding how effective PPG spending has been and what impact has been made.

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the Headteacher and the Governing Board.

Information regarding PPG spending will be published on the school website.

For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports. This will be generated from the Pupil Premium provision map.

This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Pupil Premium Reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.

If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

Where costs are prohibitive, the school will consider the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school will have an improved strategy and plans to implement it.

Overpayments

The school will repay any overpayment of PPG by the Local Authority.

Monitoring and review

The Headteacher will be responsible for reviewing this policy annually.

The next schedule review date is **July 2020**.

Pupil Premium Action Plan 2019 – 2020

Summary information

School	Featherstone Primary School				
Academic year	2019 – 2020	Total pupil premium (PP) budget	£214,951 (April 2019- Mar 2020)	Date of most recent PP policy review	June 2019
Total number of pupils	406	Number of pupils eligible for PP	146 (36%)	Date for next internal strategy review	July 2020

Current Attainment 2018 – 2019 (EYFS)

	Pupils eligible for FSM in the school 2018-2019 (15 children)	Non-FSM in the school 2018-2019 (45 children)	National Average All pupils 2018-2019
% pupils achieving GLD	66.7%	66.7%	71.8%
% pupils expected across all early learning goals	66.7%	66.7%	70.7%
% pupils expected across all prime areas of learning	66.7%	77.8%	79.2%
% pupils expected across all specific areas of learning	66.7%	66.7%	71.4%

Phonics (KS1)

	Pupils eligible for PP in the school 2018-2019 (21 children)	Non-PP in the school 2018-2019 (39 children)	National Average All pupils 2018-2019
Year 1 Working at %	52.4%	64.1%	81.9%
Year 2 Working at % (18 children PP; 41 children non-PP)	83.3%	95.1%	91.4%

Current Attainment 2018 – 2019 (KS1)

	Pupils eligible for PP in the school 2018-2019 (18 children)	Non-PP in the school 2018-2019 (41 children)	National Average All pupils 2018-2019
% pupils achieving expected standard or above in Reading, Writing and Maths combined	39%	56%	64.9%
% pupils achieving expected standard in Reading	44%	66%	74.9%
% pupils achieving expected standard in Writing	44%	56%	69.2%
% pupils achieving expected standard in Mathematics	50%	68%	75.6%

Current Attainment 2018 – 2019 (KS2)

	Pupils eligible for PP in the school 2018-2019 (30 children)	Non-PP in the school 2018-2019 (27 children)	National Average All pupils 2018-2019
% pupils achieving expected standard or above in Reading, Writing and Maths combined	57%	67%	65%
% pupils achieving expected standard in Reading	73%	77%	73%
% pupils achieving expected standard in Writing	73%	81%	78%
% pupils achieving expected standard in SPaG	90%	89%	78%
% pupils achieving expected standard in Mathematics	83%	78%	79%

Progress 2018 – 2019

Progress	Key Stage 1			Key Stage 2		
	Progress PP (15 chn)	Non-PP (36 chn)	GAP	Progress PP	Non-PP	GAP
Progress in Reading	87%	81%	+6%	-1.1	-1.4	+0.3
Progress in Writing	93%	83%	+10%	-3.0	-1.2	-1.8
Progress in Maths	100%	83%	+17%	+0.5	-0.3	+0.8

Action Plan Priorities for 2019 – 2020

1	<p>Attainment and Progress for KS1 and KS2:</p> <ul style="list-style-type: none"> • Close the gap and increase the % of Pupil Premium pupils achieving the phonics standard. • Increase the number of Pupil Premium pupils achieving the ARE standards at the end of Key Stage 1. • Increase the number of Pupil Premium pupils achieving Writing ARE at Key Stage 2 so they are at least in-line with non-Pupil Premium children. • Accelerate the progress gap in Writing at end of Key Stage 2. • Increase the number of HPA Pupil Premium pupils achieving High Score/Greater Depth standard at the end of Key Stage Two in R, W and M.
2	<p>Attendance:</p> <ul style="list-style-type: none"> • Continue to raise the attendance of PP children to be in-line with the national average for all pupils (national average 95.8% for 2017 – 2018). • Decrease the % of unauthorised absences of PP children.
3	<p>Development of Language, Communication and Social Skills:</p> <p>EYFS</p> <ul style="list-style-type: none"> • Develop children’s spoken language, communication and social skills in order for a higher % of children in EYFS attaining GLD. • Additional TA in EYFS to develop and support language skills of pupils newly arrived and also EAL. <p>Whole school</p> <ul style="list-style-type: none"> • Implement the ‘Language Functions’ across the school into Featherstone Long Term Planning to work towards a language-rich environment. • Implement Lexia for targeted PP children to improve their reading (fluency, comprehension and inference) skills. • Support in place for newly-arrived, Syrian refugee project children.
4	<p>Early Intervention and Support for Emotional Well-being, Family Support and Mental Health:</p> <p>To support the mental health and emotional wellbeing of the children, increase the number of days of Place2Be.</p> <p>Family support: ensure that early intervention is in place to support families who are vulnerable and at risk (DV, substance abuse, crime-related, etc.)</p> <p>Exclusions: for pupils who are at risk of exclusion, plan so that early intervention is in place.</p>

Action 1 – Attainment and Progress for KS1 and KS2

Action Plan Priorities

- Close the gap and increase the % of Pupil Premium pupils achieving the phonics standard.
- Increase the number of Pupil Premium pupils achieving the ARE standards at the end of Key Stage 1.
- Increase the number of Pupil Premium pupils achieving Writing ARE at Key Stage 2 so they are at least in-line with non-Pupil Premium children.
- Accelerate the progress gap in Writing at end of Key Stage 2.
- Increase the number of HPA Pupil Premium pupils achieving High Score/Greater Depth standard at the end of Key Stage Two in R, W and M.

What do we want to improve?	What is the evidence and rationale that has been used for this change?	How will we go about it?	What will success look like/ what is the impact?	When? Who will monitor? Who will this be reported to?	Cost	Termly Progress Indicator		
Continue to review the provision provided from Pupil Premium funding to ensure that this provision is fit for purpose and has a high impact in raising standards and closing gaps.	Impact of some provision being highlighted as limited, through our in-school analysis.	Evaluate and analyse the impact of provision on pupils' Reading, Writing and Maths progress and attainment.	Pupil Premium budget will be well-spent; not in deficit.	When: ongoing. Monitor: ND (DHT). Reported to: EG (HT) and Governing Body.	/			
Embed the Pupil Premium Provision Map so that each service is costed and tracked for impact; each child/groups of children are also tracked for impact.	Provision map is still in its infancy and constantly evaluated / refined. It is a good tool to monitor and track children/groups of children.	Continue to evaluate the map to check its effectiveness (fit for purpose). Evaluate and analyse the impact of provision on pupils' Reading, Writing and Maths progress and attainment.	Children/groups of children on the Pupil Premium Provision Map will be making expected/better than expected progress. Children who are falling behind instantly identifiable and form pupil progress conversations.	When: ongoing. Monitor: ND (DHT). Reported to: EG (HT) and Governing Body.	/			
Continue to evaluate, develop and refine assessment	Frog assessment tracker was unfit for purpose – ineffective to use	Using a similar Excel model to the whole school	Tailor-made school tracker can be used diagnostically	When: ongoing. Monitor: ND	/			

procedures and systems to support accurate tracking of pupils' progress and standards which can be analysed for further improvement.	diagnostically and formatively for staff and difficult to analyse by SMT.	summative assessments, develop a formative one.	and formatively by teachers and able to be easily analysed by school leaders. Children who are falling behind instantly identifiable and form pupil progress conversations.	(DHT) and LW (assessment leader). Reported to: EG (HT) and Governing Body.				
Re-structure PP intervention in class and how this is timetabled, which stems from assessment that identifies a gap in a child's learning or an error/misconception and quick action is taken through the 'ensuring maximum progress for all' agenda. The five stages of this agenda are followed robustly to ensure high quality, consistent practice: <ul style="list-style-type: none"> • Structured interventions that are time limited and not 'the norm' • Small group tuition (pre/post) • One to one 	'Ensuring maximum progress for all' agenda still in its infancy and was beginning to highlight some pleasing results and impacts.	Re-training of staff. Effective and robust monitoring of who is receiving the support and the impact that it is having.	Rapid intervention, 5-day, 10-day and 20-day challenges are systematic and have a clear impact on children's learning. Gaps narrowing.	When: ongoing. Monitor: ND (DHT), JL (English Leader) and LW (Maths leader). Reported to: EG (HT) and Governing Body.	/			
Develop quality first teaching through team teaching and peer coaching.	Teachers' knowledge, understanding and skills on how to close the gaps between PP and non-PP will be developed.	Deputy Headteacher to coach and team teach with teachers over time on individualised programmes to raise the quality of teaching to Outstanding.	Percentage of Outstanding teaching increases term on term. Gaps close between PP and non PP.	When: ongoing. Monitor: ND (DHT). Reported to: EG (HT) and Governing Body.	Cover cost			
By recognising the impact of quality first teaching, plan and	Continual professional development of good teachers is a priority for the	Deputy Headteacher to coach, mentor and support	In all subjects, quality of teaching remains good or	When: ongoing. Monitor: ND	Cover cost Course and			

deliver quality, bespoke CPD for staff with: <ul style="list-style-type: none"> Support for early careers teachers. Coaching and mentoring. Subject leader training. 	progress and attainment of our children, as is building on the work already completed with non-core subject leaders.	teachers at all levels, including subject leaders, providing opportunities for subject leaders to have whole school impact. INSET based on analyses.	better, supporting teachers' confidence and understanding of accelerating progress in class.	(DHT). Reported to: EG (HT) and Governing Body.	INSET cost			
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ACTION 2 – Attendance

Action Plan Priorities

- Continue to raise the attendance of PP children to be in-line with the national average for all pupils (national average 95.8% for 2017 – 2018).
- Decrease the % of unauthorised absences of PP children.

Attendance of Pupil Premium compared to Non-Pupil Premium 2018 – 2019

	Number of pupils	Attendance	Authorised Absence	Unauthorised Absence	Late Before Register	Late After Register	Medical
Pupil Premium	168	95.32%	2.02%	2.66%	2.11%	0.44%	0.16%
Non Pupil Premium	272	97.28%	1.51%	1.21%	0.97%	0.05%	0.12%
Difference	104	-1.96%	-0.51%	-1.45%	-1.13%	-0.39%	0.04%

What do we want to improve?	What is the evidence and rationale that has been used for this for this change?	How will we go about it?	What will success look like/ what is the impact?	When? Who will monitor? Who will this be reported to?	Cost	Termly Progress Indicator		
Continue to raise the attendance of PP children to be in-line with the national average for all pupils (national	As a result of attendance being tracked and monitored, and early intervention being in place, PP	Attendance and family support officer to engage with our PP/vulnerable families.	Improved attendance for PP children, esp. those with low attendance.	When: ongoing. Monitor: ND (DHT) and THT	Zoe Lynch: £4,000 per term			

average 95.8% for 2017 – 2018).	children are close to the national average (0.48% gap).	Track persistent absenteeism and children with attendance <85%. Early help support for vulnerable families where there are significant barriers to their children's attendance.		(attendance leader). Reported to: EG (HT) and Governing Body.				
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ACTION 3 – Development of Language, Communication and Social Skills

Action Plan Priorities

EYFS

- Develop children's spoken language, communication and social skills in order for a higher % of children in EYFS attaining GLD.
- Additional TA in EYFS to develop and support language skills of pupils newly arrived and also EAL.

Whole school

- Implement the 'Language Functions' across the school into Featherstone Long Term Planning to work towards a language-rich environment.
- Implement Lexia for targeted PP children to improve their reading (fluency, comprehension and inference) skills.
- Support in place for newly-arrived, Syrian refugee project children.

What do we want to improve?	What is the evidence and rationale that has been used for this for this change?	How will we go about it?	What will success look like/ what is the impact?	When? Who will monitor? Who will this be reported to?	Cost	Termly Progress Indicator		
The quality of children's spoken language / oracy: being confident and able to speak in full sentences, which are grammatically-correct.	Spoken language is a major barrier to learning at Featherstone: <ul style="list-style-type: none"> • Low starting points in EYFS mean EYFS/KS1 have to constantly play 'catch up' • Speaking leads into writing • Poor spoken role models within the family unit 	Introduction of language functions and the display of these in and around school. Staff training and INSET.	Standards rise in English / Speaking and Listening. Gaps narrow/close. Independent sentence structure usage in writing lessons. Writing improvements i.e. sentence structure.	When: ongoing. Monitor: ND (DHT) and JL (English Leader). Reported to: EG (HT) and Governing Body.	/			
The quality of children's spoken language / oracy: being able to speak for a range of purposes and audiences in a					/			

range of contexts.	<ul style="list-style-type: none"> Area of deprivation <p>Parent survey:</p> <ul style="list-style-type: none"> Over 50% of our parents said that their child(ren) sometimes speak in short phrases or a few words with over 1 in 10 saying that they always do Nearly 50% commented that child(ren) use a lot of slang/informal grammar 14% of parents said that their child(ren) do not answer questions in full sentences with for some of the time 		<p>Class contributions increase.</p> <p>Independent and purposeful discussions at tables evidenced.</p> <p>Engagement in learning increases.</p> <p>Understanding of formalities for Y5 and Y6 children.</p> <p>Confidence in writing increases.</p>					
Develop a language-rich environment by extending vocabulary (high frequency words and subject-specific vocabulary) to ensure breadth of language acquisition and depth of understanding.	<ul style="list-style-type: none"> 12% of the participating parents say that their child has needed speech and language support Nearly 22% of parents said that their child is not confident when speaking outside of the home 	<p>Introduction of language functions and the display of these in and around school.</p> <p>Set up of a breakfast club run by a learning mentor(s); this breakfast club targets low attenders, hard-to-reach families and children who are academically behind in oracy/English.</p>	<p>Breakfast club facilitates speech and language development well, closing gaps and targeting barriers to learning. Attendance also improved for PP children, esp. low attenders.</p>	<p>When: ongoing.</p> <p>Monitor: ND (DHT).</p> <p>Reported to: EG (HT) and Governing Body.</p>	/			

ACTION 4 – Early Intervention and Support for Emotional Well-being, Family Support and Mental Health

Action Plan Priorities

To support the mental health and emotional wellbeing of the children, increase the number of days of Place2Be.

Family support: ensure that early intervention is in place to support families who are vulnerable and at risk (DV, substance abuse, crime-related, etc.)

Exclusions: for pupils who are at risk of exclusion, plan so that early intervention is in place.

What do we want to improve?	What is the evidence and rationale that has been used	How will we go about it?	What will success look like/ what is the	When? Who will monitor?	Cost	Termly Progress Indicator
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	for this change?		impact?	Who will this be reported to?				
Provide emotional well-being/ family support for PP pupils to support them in their learning and coping strategies through Place2Be.	<p>Place2Be has a positive impact on our children and they continue to benefit from the counselling services that are provided.</p> <p>Place2Talk: More children are being identified in need of support for their emotional wellbeing and mental health.</p> <p>Family Conflict, Feeling heard, Worries, Family life, Struggles, Sadness, Difficulties, Bereavement are themes that Place2Be continually deal with showing that there is a need for our pupils to have these addressed.</p>	<p>Work closely with Place2Be in managing Place2Talk referral, counselling for children from an early age and supporting families.</p> <p>Increase Place2Be services from 3 days per week to 5 days per week (full time).</p>	<p>The one-to-one counselling is reviewed regularly.</p> <p>Indicators show that the children are finding the service to be beneficial and they are engaging and using the service to discuss and come to terms with the issues they have.</p> <p>Positive parental engagement.</p> <p>Positively impacts behaviour and reduces exclusions.</p>	<p>When: ongoing.</p> <p>Monitor: ND (DHT) and CB (Place2Be Manager).</p> <p>Reported to: EG (HT) and Governing Body.</p>	Place2Be: £51,000			
Family support: ensure that early intervention is in place to support families who are vulnerable and at risk (DV, substance abuse, crime-related, etc.)	To maintain the high level of children's attendance in school and low levels of persistent absenteeism.	Continue with ZL attendance service.	<p>PP children's attendance increases and unauthorised absences decrease.</p> <p>Early help support is put in place for families who are vulnerable and at risk.</p>	<p>When: ongoing.</p> <p>Monitor: ND (DHT)</p> <p>Reported to: EG (HT) and Governing Body.</p>	ZL £4,000 per term			