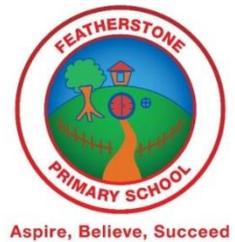


Featherstone Primary School

Pupil Premium Policy and Action

2018-2019



Agreed by Governors:
Implementation date:

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 outlines the amount of funding available, along with the 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 (2018) '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'

Pupil Premium Grant (PPG) allocation rates

For the academic year 2018 to 2019, 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

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.

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.

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 the pupil's social worker, carer, VSH and other relevant professionals
- A child-centred approach to assessment for learning

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 2019**.

Funding information	
Total number of pupils on roll	414
Total number of pupils eligible for PPG	131
Amount of PPG received per pupil	£1,320
Number of pupils eligible for LAC and PLAC premium	2 (LAC) 1 (PLAC)
Total LAC and PLAC premium received	£2,300 (PLAC) £1000 per term x 3 (LAC)
Number of pupils eligible for service premium	0
Total service premium received	£0
Total amount of PPG received	£175,220
Total amount of LAC / PLAC received	£8,300

Pupil Premium Action Plan

Summary information

School	Featherstone Primary School				
Academic year	2018-2019	Total pupil premium (PP) budget	£175,220 (April 2018-Mar 2019)	Date of most recent PP review	Sept 2018
Total number of pupils	414	Number of pupils eligible for PP	131	Date for next internal strategy review	Mar 2019

Current Attainment 2017-2018 (KS2)

	Pupils eligible for PP in the school 2017/2018 (6)	National Average All pupils 2017/2018
% pupils achieving expected standard or above in reading, writing and maths	67%	64%
% pupils making expected progress in Reading (as measured in the school)	83%	75%
% pupils making expected progress in writing (as measured in the school)	83%	78%
% pupils making expected progress in Mathematics (as measured in the school)	67%	76%

KS 2 Progress / KS1 Attainment 2017-2018

	Key Stage 2			Key Stage 1		
	Progress PP	Non-PP	GAP	Attainment PP	Non-PP	GAP
Progress in Reading	-1.2	-0.5	-0.7	43%	62%	-19%
Progress in Writing	-1.3	0.0	-1.3	35%	59%	-25%
Progress in Maths	-1.2	-2.1	0.9	48%	57%	-9%

Academic Barriers

1	<p>Academic:</p> <ul style="list-style-type: none"> • Increase the number of disadvantaged pupils achieving Maths ARE and High Score at the end of Key Stage 1 and 2 so they are at least in-line with non-Pupil Premium children. • Close the progress gap in Reading and Writing at end of Key Stage 2
2	<p>Attendance</p> <p>Close the attendance gap between Pupil Premium children and non-Pupil Premium children. *2017-2018 -1.3% difference.</p>
3	<p>Early Intervention and Support</p> <p>Develop language and communication and social skills of some Pupil Premium children in Reception on entry</p>
4	<p>Emotional Well-being, Family Support and Mental Health</p> <p>Support the mental and emotional well-being of Pupil Premium Pupils so that they are well supported in order succeed academically.</p>

Academic Year

2017-2018

Action 1 – Academic

- Increase the number of disadvantaged pupils achieving Maths ARE and High Score at the end of Key Stage 1 and 2 so they are at least in-line with non-Pupil Premium children.
- Close the progress gap in Reading and Writing at end of Key Stage 2

Success criteria

Pupil Premium children are provided with instant and rapid personalised provision (booster assistance) to ensure that their progress matches or exceeds that of the non PP children in R, W and M.

Review the current use of Teaching Assistants and using EEF research develop their timetable structure so that their input in class involves rapid booster support to close the gap in the area of learning.

What do we want to improve (linked to three year plan)?	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		
<p>Review the current use of Pupil Premium.</p> <ul style="list-style-type: none"> Place2be Use of external companies Use of targeted support in school Use of external resources to support reading and maths booster (Lexia / Maths Booster) 	<p>Look at data and trends from place2be and review their support and next steps to support pupils' emotional wellbeing and mental health.</p> <p>Using EEF research on Making Best Use of Teaching Assistants.</p> <p>Develop their use so that class teachers take a lead on Quality First Teaching and TA practice supplements rather than replaces.</p> <p>Review the current use of external companies and the impact on pupil premium outcomes.</p>	<p>Review the current impact of the provision in place through monitoring its effectiveness and impacting on end of key stage.</p> <p>Review individual pupils' data linked to the support:</p> <ul style="list-style-type: none"> Is the support meeting their needs? Is the support having an impact? 	<p>Use of quality first teaching in-line with the 'ensuring maximum progress for all' agenda so that teachers have a quicker input into closing the gap for disadvantaged pupils in class. (Low workload, low cost, short time, high impact practice).</p> <p>Costs saving on external companies and whether place2be can extend its service to meet pupils emotional and well needs.</p>	<p>AHT and HT to implement</p> <p>HT to monitor impact</p> <p>Pupil Premium Governor to meet with AHT</p>	<p>Review of all external companies SLA</p> <p>Place2be: £36,000</p> <p>TAs ZW £4,908 AP £5,460 RB £4,908</p> <p>Gemma – TA in Year 6 £1,500 April £7,216 (May to August)</p>			
<p>Develop the use of the provision mapping for pupil premium so that pupils' individual needs can be identified and tracked</p>	<p>A review on the current system used and how we can bring together all the information so that we are able to track individual data and the provision that has been planned.</p>	<p>Appoint new Pupil Premium Leader to work with HT in developing provision mapping for PP.</p>	<p>The PP tracker is linked to school's assessment tracker and identifies pupils quickly; this is reviewed on a termly basis. Through Quality First Teaching,</p>	<p>AHT to implement</p> <p>AHT and HT to monitor impact</p>	<p>Release time</p>			

			teachers' assessment 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.					
Refine assessment procedures and systems to support accurate tracking of pupils' progress and standards which can be analysed for further improvement.	Internal review of how pupils' learning is tracked and reported	<p>Further develop the internal tracking system (LW) so that progress and attainment can be tracked for all PP pupils in RWM combined.</p> <p>Track English and Maths combined from starting points for Year 1 from EYFS and Year 6 from end of KS1 / EYFS from baseline.</p> <p>Compare pupils' attainment and progress from their starting points and build this in PM targets for teachers.</p> <p>Assessment information is used to plan appropriate teaching and learning strategies,</p>	<p>Pupils' combined data in RWM is carefully tracked and intervention / support from teachers is rapid. Teachers will also know exactly which children are achieving and falling behind in combined subjects using school assessment tracker / frog curriculum planner and pupil progress meetings.</p> <p>Teachers, through pupil progress meetings with English and maths lead, follow up and use any assessment starting point data to modify teaching so that pupils achieve their potential by the end of a year or key stage.</p>	<p>Assessment Leader to implement</p> <p>HT to monitor impact</p> <p>Pupil Premium Governor to meet with Assessment Leader</p>	Release time			

		including identifying pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.						
<p>Review the current practice of PP intervention in class and how this is timetabled.</p> <p>Develop quality first teaching so that teachers' assessment 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.</p>	<p>Research from the EEF on Individualised instruction: involves different tasks for each learner and support at the individual level.</p> <p>That all learners have different needs, and that therefore an approach that is personally tailored by the teacher through quality first teaching is needed.</p> <p>Review the current use of Teaching Assistants and using EEF research develop their timetable structure so that their input in class involved rapid booster support to close the gap in the area of learning.</p>	<p>Review the current use of PP.</p> <p>Discussion with TA and their views.</p> <p>Discussion with class teachers.</p> <p>Devise a plan and trial in Year 5 and 2.</p> <p>AHT time to develop this and start to implement this across school. Look at the effectiveness of this through send set of data Autumn 2.</p> <p>Termly feedback by Headteacher to governors.</p>	<p>Pupil Premium children are provided with instant and rapid intervention to ensure that their progress matches or exceeds that of the non PP children in R, W and M.</p> <p>The difference between the proportion of PP achieving expected standard in Year 2 and Year 6, compared to other non PP children nationally is smaller than academic year 2017-18.</p>	<p>AHT and HT to implement HT to monitor impact</p> <p>Pupil Premium Governor to meet with AHT</p>	<p>Release time</p>			

ACTION 2 – Attendance

All Pupil Premium attendance to be 95%+ and rarely late for school.

Pastoral Care through Place2be for PP children and families

Persistent absence to be below national %

Success Criteria

Attendance of PP to will be in line with Non-PP children and above the national average. (National average 96.1% for 2016-17)

Persistent Absence rates for PP is

90% and below: 8.8%

85% and below: 2.7%

Attendance of FSM6 V Non-Disadvantage 2017-2018

	Number of pupils	Attendance	Authorised Absence	Unauthorised Absence	Late Before Register	Late After Register
Pupil Premium	138	95.46%	2.03%	2.51%	1.75%	0.31%
Not Pupil Premium	256	96.76%	1.83%	1.41%	0.83%	0.12%
Difference		-1.3%	-0.2%	1.1%	0.92%	0.19%

What do we want to improve linked to three year plan	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		
Increase attendance rates for pupils eligible for PP.	Interrogate your own data - what is it telling you about the success of your current	To employ Parent Support Worker to engage with our PP	Improved attendance for PP children with low	AHT and HT to implement				

<p>Develop the attendance tracker so that all pupils and particular PP pupils' attendance can be quickly highlighted and the support that is in place for them.</p>	<p>support strategies for disadvantaged pupils of all abilities? Look at the 'pathways to success' diagram and decide which stage best describes your school. Taking account of your own school's needs and characteristics, are there actions in earlier stages that you might have missed out? Can you take some of the actions in the next stage. Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015 (DFE)</p>	<p>families. Prioritising and targeted support for vulnerable families where there are significant barriers to their children accessing learning. To further develop the format of reporting pupils' attendance across school for all and vulnerable pupils. Provide training and work with TH on attendance. Use the expertise of Attendance Improvement Officer (ZL Attendance) to track persistent absenteeism.</p>	<p>attendance.</p>	<p>HT to monitor impact Attendance Governor to meet with THT</p>				
<p>To ensure that the attendance of all pupil premium children is at least in line with school averages.</p>	<p>To support families through Early Help from Attendance Officer</p>	<p>Attendance Officer tracking PP attendance weekly and supporting students where necessary.</p>	<p>An improvement on attendance data (see below).</p>		<p>November 2018 to March 2019 is £6,102. April 2019 to July 2019 is £4,068. Total cost for November 2018 to July 2019</p>			

is £10,170

ACTION 3 – Early Intervention and Support

To narrow the gap in EAL pupils and Boys Communication and Language in EYFS.

FSM6 V Non Disadvantage Language and Communication

2017-2018	FSM6	Non	GAP
FSM	85	74	+10
Disadvantage	88%	72%	+16%
Language	EAL 60%	Non EAL:85%	-25%
Gender	Boys 41	Girls 62	

All Pupils – Language and Communication (2017-2018)

2017-2018	School	Ward	Bham	National
CAL	77%	79%	78%	82%

Success Criteria

At least 80% PP children to attain ‘at least Expected’ across all Communication and Language ELGs.
 Additional TA in EYFS to develop and support language skill of pupils newly arrived and also EAL pupils.
 Develop a programme of language support for the Boys so that they are in line with Girls.

What do we want to improve linked to three year plan	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		
Following Baseline in Sept 2018: identify PP children’s language and social skills and plan for individualised support programme through the use of language TA.	Evidence based on previous data. Internal EYFS SEF in what is working well.	Look at the support for EAL and Boys in particular. Look at developing the skills of TA so that they are they are planning for language support	Pupil premium EAL boys’ progress and attainment in social skills and communication will be at least in-line with their peers.	EYFS / AHT and to implement HT to monitor impact EYFS	Language Support DB £22,476 NW £9,552			

Improved oral language skills for pupils eligible for PP in EYFS		for boys. Review TA practice so that their model of spoken language is clear and sets as an example for pupils.	The confidence that the PP EAL boys conversationally show will be high, i.e. initiating conversations, responding appropriately to individuals and small, familiar groups.	Governor to meet with EYFS Leader / AHT				
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ACTION 4 – Emotional Well-being, Family Support and Mental Health
Support the mental and emotional well-being of Pupil Premium Pupils so that they are well supported in order succeed academically.

What do we want to improve linked to three year plan	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		
To support Confidence, aspirations and self-esteem opportunities for disadvantaged pupils.	Internal pupil voice / parent view. Local contextual data and deprivation data.	Additional extracurricular opportunities for PP children. Roots to Fruits- providing disadvantaged children with experiences of different skilled careers, e.g. carpentry, landscaping, gardening, concrete mixing, paving, etc.	Pupils will have the opportunities to gain life skills to support their learning in class.	HT will monitor Report to HT	Roots2Fruit cost £5,125			

<p>Provide emotional well-being/ family support for disadvantaged pupils to support them in their learning and coping strategies through place2be</p>	<p>Use data from 2016-2017 school data for the number of children that have needed support. Also use national NHS data on early intervention.</p>	<p>Work closely with Place2be in managing place2talk referral, counselling for children from an early age and supporting families.</p> <p>Pastoral Care- Consider ways to manage the waiting list for emotional wellbeing support, ensuring that all pupils get support when they need it.</p>	<p>The one to one counselling is reviewed regularly and the 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>SENDco / School Based Manage from Place2be</p> <p>HT to monitor impact</p> <p>Pupil Premium Governor to meet with SEND / AHT</p>	<p>£36,000</p>			
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