

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Featherstone Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Charlie Chambers
Pupil premium lead	Kate Steatham
Governor / Trustee lead	Charlie Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59180
Recovery premium funding allocation this academic year	£5495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,675

# Part A: Pupil premium strategy plan

## Statement of intent

At Featherstone Academy we strive to ensure all opportunities for disadvantaged pupils are at least equal to their disadvantaged peers. We believe that treating all children the same is not the definition of fairness, but treating children uniquely, depending on their unique background is. With 44 children this year, we are able to drill down to the specific barriers that each individual child faces as opposed to making generalisations to the barriers faced by disadvantaged children. We aim to:

- Improve staff knowledge and understanding of how to overcome barriers on an individual level through high quality CPD.
- CPD is always focused on improving quality first teaching
- Improve attendance and attitudes towards schooling and ensuring cultural capital is improved for all.
- Improve staff understanding of children within their care through the Inclusion Portfolio
- Use evidence based research to direct our thinking towards our Pupil Premium plan

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Phonics</b> – children enter the school with low language and historically children from a disadvantaged background make less progress in phonics between EYFS and the start of KS2, this has a significant impact on all areas of learning from that point on
2	<b>Attendance and lateness</b> – There is a significant difference between the attendance of PP children, which is 86% compared with 96% whole school. Persistent absence and lateness has also increased over time, particular within those disadvantaged families. All research shows the importance of being in school and the detrimental impact it can have on a child who regularly does not attend school. We aim to understand the reasons for the low attendance as opposed to making assumptions and working with families individually
3	<b>Reading outcomes</b> – There is a significant difference in reading outcomes across the school between disadvantaged pupils and non-disadvantaged. Some pupils experience low level of support at home, while others do not have the same access to high quality texts.

4	<b>Writing Outcomes</b> - There is a significant difference in writing outcomes across the school between disadvantaged pupils and non-disadvantaged. Much of this is linked to the lack of reading high quality texts.
5	<b>Mental Strategies in Maths</b> – This is the key barrier to attainment in maths for the majority of disadvantaged children at FEA. The gap between disadvantaged and non-disadvantaged has increased considerably during the COVID outbreak

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve outcomes in phonics for disadvantaged pupils	For the gap in outcomes in Phonics Screening checks in year 1 and 2 to diminish. For Year 3 and 4 disadvantaged pupils to “catch up” with their non disadvantaged peers in phonics.
To diminish the attendance and lateness gap between Non Pupil Premium Children and Pupil Children.	Overall PP attendance to increase PP persistent absence and lateness to improve.
To improve outcomes for disadvantaged pupils in reading	End of Key Stage and internal data to show improved outcomes for disadvantaged children in reading.
To improve outcomes for disadvantaged pupils in writing	End of Key Stage and internal data to show improved outcomes for disadvantaged children in writing.
To improve mental strategies in Maths for disadvantaged pupils	For mathematical fluency to have improved for PP children, resulting in improved outcomes in maths.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £30,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Provision of high-quality feedback to PP children. This is done through regular 1:1 Verbal Feedback and PP group conferencing</i>	<a href="#"><u>EEF research into feedback</u></a>	1, 4 and 5
<i>Increased opportunities for collaboration during class sessions and wider sessions.</i>	<a href="#"><u>EEF research into collaborative learning approaches</u></a>	1 and 4
<i>Individualised Instruction in class</i>	<a href="#"><u>EEF research into individualised instruction</u></a>	3, 4 and 5
<i>RWI Phonics Training for all key staff. This is being brought in as a new approach to teaching phonics this year</i>	<a href="#"><u>EEF research into phonics</u></a>	1 and 3
<i>CPD regarding agile teaching to model more closely to groups</i>	<a href="#"><u>EEF research into individualised instruction</u></a>	3, 4 and 5
<i>Introducing Number Sense to KS1</i>	<a href="#"><u>EEF research into early maths</u></a>	5

## **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ £15,175

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>NELI early language intervention</i>	<a href="#"><u>EEF research into NELI</u></a>	1 and 3
<i>Oral Language Intervention</i>	<a href="#"><u>EEF research into oral language intervention</u></a>	1 and 3

<i>1:1 Maths Tuition using 3<sup>rd</sup> space learning</i>	<a href="#">EEF research into 1:1 tutoring</a>	5
<i>Small group intervention using Number Sense</i>	<a href="#">EEF research into TA interventions</a>	5
<i>1:1 reading 3 x per week with PP children in the school focusing on fluency and comprehension</i>	<a href="#">EEF research into focused feedback</a>	2, 3 and 4
<i>Teacher led phonics intervention focused on PP pupils before school daily</i>	<a href="#">EEF research into phonics</a>	2 and 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £19,300

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Education Welfare Officer – Consultation line available at all times. Half Termly visits focusing on attendance	<a href="#">NFER research into the impact of EWO</a>	2
<i>Emotional Coaching to support pupils with SEMH difficulties</i>	<a href="#">EEF research into social and emotional learning</a>	1, 2, 3, 4 and 5
<i>Subsidised/free Breakfast club for additional learning activities</i>	<a href="#">EEF research into extending the school day</a>	2
<i>Arts Participation – PP children offered initial places for after school offer</i>	<a href="#">EEF research into Arts Participation</a>	2
<i>Improved parental engagement in reading – workshops</i>	<a href="#">EEF research into parental engagement</a>	2 and 3
<i>Introduce Lunchtime clubs + training of pupil sports/play leaders. Once relationships are</i>	<a href="#">EEF research into peer tutoring</a>	2

<i>developed, this moves into peer mentoring and tutoring</i>		
<i>New, refurbished Library to be used to support the community</i>	<a href="#">EEF research into parental engagement</a>	3

**Total budgeted cost: £ 64,675**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*The role of our Inclusion Support Manager was essential to many of our disadvantaged families and vulnerable pupils, many of our PP families relied upon her considerably.*

*During remote learning, engagement from PP children was low. Attendance has suffered considerably once schools re-opened.*

*Despite efforts last academic year to diminish the gap by identifying specific areas of learning that needed focus on school re-opening, the gap has increased further between disadvantaged and non disadvantaged pupils.*

*Engagement from PP families in some of the initiatives was lower than anticipated and therefore impact was not as one would expect – for example continued schooling during the Easter holiday.*

*Specific families who engaged with EWO processes improved attendance. Different children from disadvantaged families though have now deteriorated with regards to attendance and attitude towards schooling.*

*Impact of interventions with PP children to support Multiplication in year 4 was successful, resulting in no significant difference in results In the Year 4 MTC at end of academic year 20/21.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*