

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	206
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	05/09/2023
Date on which it will be reviewed	05/09/2024
Statement authorised by	Adam Gatrad
Pupil premium lead	Kate Steatham
Governor / Trustee lead	Charlie Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,660

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 non-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 75 children this year identified as disadvantaged, 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.
- Improve staff understanding of behavioural difficulties associated with being disadvantaged and how better to support those pupils.
- Ensure our disadvantaged pupils have opportunities to access a wide range of curricular and extracurricular experiences, broadening their aspirations, social interactions with peers, increasing a positive attitude to learning whilst investing in their Cultural Capital.
- 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	Phonics – Phonics screening data shows that disadvantaged pupils have not performed as well as their whole school peers, a gap of -10% was evident. A focus on the delivery of phonics and providing additional support to pupils from disadvantaged background will be a school focus.
2	Early Language - Children enter school with low early communication, speech and language skills. This impacts on pupils' ability to access learning as well as articulate their thoughts and understanding. 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.
3	Attendance and lateness - The attendance of disadvantaged pupils is lower than other children and below the school expectation of 96%. There is a difference between the attendance of PP children, which is 92.5% compared with 96.4% non-disadvantage pupils. Persistent absence and lateness have also increased over time, particularly within those disadvantaged families. A focus on challenging poor attendance and promoting good attendance is a focus across school particularly with families who fall into the persistent absence group.
4	Attainment – There are differences between attainment and progress of disadvantaged pupils against their whole school peers, and these exist across a range of year groups and subjects. There are gaps within Maths and Writing at Key Stage 2. Across all subjects in Key Stage 1.
5	Behaviour – Behaviour of a small minority of disadvantaged pupils can prevent as challenging at times and require above and beyond normal classroom practice and behaviour management from the class teacher. Behaviour of these pupils can be a significant barrier to their own learning and the learning of others.

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
1) 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 receive additional support to close the gap between their non-disadvantaged peers in phonics.
2) To improve outcomes for disadvantaged pupils who enter school with low early communication, speech and language skills.	All pupils entering Reception will be assessed using Time to Talk and pupils identified needing extra support to received intervention. Ensure pupils are exposed to high level vocabulary throughout the curriculum that they may not be exposed to otherwise. Pupils who are under Speech and Language Therapy service to receive additional SALT intervention.
3) To diminish the attendance and lateness gap between disadvantaged and non-disadvantaged pupils.	The attendance gap between disadvantage and non-disadvantaged pupils will close. Disadvantaged pupils' attendance will increase. Persistence absence will decrease.

<p>4) To lessen the gap of attainment between disadvantaged and non-disadvantaged pupils across the curriculum.</p>	<p>The attendance gap between disadvantage and non-disadvantaged pupils will close. The attainment of disadvantaged pupils across school in Reading, Writing and Maths will increase. Pupils will be given the opportunity to consolidate, reflect and remember prior learning to embed understanding. Class teachers will receive continuous CPD in order to support learners within their classes well, including how to cater for disadvantaged pupils in order to close attainment gaps. Additional interventions to be planned and delivered to support disadvantaged pupils with their learning.</p>
<p>5) To support disadvantaged pupils with SEMH needs in order to break down barriers to learning for themselves and of others around them.</p>	<p>Disadvantaged pupils with SEMH need to received support in school for them to access their learning. Disadvantaged pupils with SEMH to receive guidance in using a range of strategies to support their own SEMH. ELSA trained staff member to deliver SEMH support to pupils. Whole staff CPD into developing a skill set of how to better support pupils with behavioural needs in their classrooms. Supporting families of pupils with SEMH needs to access services/support.</p>

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: £28,967.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff to ensure Quality First Teaching is taking place in every classroom.</p>	<p>The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Learning styles EEF www.educationendowmentfoundation.org.uk</p>	<p>1, 2 and 4</p>

Subscriptions and resources in school to support teaching and learning.	The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Using pupil premium EEF www.educationendowmentfoundation.org.uk	1, 2 and 4
Staff CPD in Time to Talk – screening and intervention tool for early language in EYFS.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 and 4
CPD for staff on the delivery of high quality feedback through 1-1/small conference.	The EEF states that: There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2 and 4

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

Budgeted cost: £39,553.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition outside of school hours in Reading, SPAG, Writing and Maths.	The EEF states that: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. This can add +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 4
One to one tuition delivered by school staff.	The EEF states that: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing	1 and 4

	targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Support from and Educational Psychologist to support disadvantaged pupils and recommendations of support provided to class teachers.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4 and 5
CPD for teaching assistants to ensure high quality interventions are delivered to disadvantaged pupils to support learning.	TAs should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils. Making Best Use of Teaching Assistants EEF www.educationendowmentfoundation.org.uk	1, 2, 4 and 5.
Time To Talk - early language intervention	The EEF states that: Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF research into oral language intervention	2
Teacher led phonics intervention focused for disadvantaged pupils before school daily.	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF research into phonics	2 and 3
1:1 reading with disadvantaged pupils three times weekly in school focusing on fluency and comprehension	The EEF states that: Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. This clear feedback in reading is beneficial. EEF research into focused feedback	1 and 4

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

Budgeted cost: £24,139.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Welfare Officer – Consultation line available at all times. Half Termly visits focusing on attendance.</p>	<p>DfE’s: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance advice. The guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>The Hive – a nurturing group/one to one provision to support pupils with SEMH needs.</p>	<p>Social and emotional learning interventions in education are shown to improve Social and emotional learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF: Social and Emotional Learning</p>	<p>4 and 5</p>
<p>Parental engagement workshops, phonics, reading, maths calculation policy explanations, online teacher created videos.</p>	<p>The EEF states that: disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. EEF: Parental Engagement.</p>	<p>1, 2 and 4.</p>
<p>New, refurbished Library to be used to support the community and promote parental engagement to support reading.</p>	<p>he EEF states that: disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. EEF: Parental Engagement. EEF research into parental engagement</p>	<p>1, 2 and 4</p>

Total budgeted cost: £92,660.

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 2022 to 2023 academic year.

Pupils enter Featherstone Academy at lower starting points than that of other pupils nationally. This is reflected in their early communication, speech and language skills. This lower starting point moves through the school with disadvantaged pupils where they underperform in comparison to their advantaged peers in the phonics screening. This gap has decreased from 15% to 10%. Moving forward, selected EYFS staff will receive training in the screening and delivery of the “Time to Talk” early language intervention to support disadvantaged pupils. Additional phonics interventions, delivered by an adult, will also be provided to target disadvantaged children and their phonic ability.

Outcomes for pupils this during 2022-2023, demonstrate that at the End of Key Stage 2 reading, writing and maths combined shows a gap 11% (previously 16%) between disadvantaged pupils and their non-disadvantaged peers. However, the breakdown for individual subjects are explored below:

Writing. Internal assessment during 2022/2023 indicated that the gap in performance of disadvantaged pupils was lower in writing across a range of year groups; disadvantaged 56% compared to non-disadvantaged 73%. However, this is an increase on the previous year of 36% disadvantaged compared to 75% non-disadvantaged.

The teaching of writing will be a focus for staff CPD with training in the ‘Talk for Writing’ approach being delivered to all teachers and adopted by Featherstone Academy. A project completed by the EEF found that, “*School staff reported that the Talk for Writing had a positive impact on pupils’ writing skills and improved their confidence with teaching writing.*” [EEF: Talk for writing.](#)

Reading. Success has been seen within reading, with end of Key Stage 2 data showing that disadvantaged pupils are performing broadly in line with their non-disadvantaged peers. A focus on high quality texts, encouraging a passion for reading, more structured and progressive teaching of reading skills as well as a newly revamped library have helped to contribute to this success.

Maths. End of KS2 Maths data shows a gap of 11% between disadvantaged pupil and their non disadvantaged peers. This is a smaller gap than the national average.

Attendance of disadvantaged pupils continues to be lower than those of their peers. However, not only has there been an increase in attendance of all pupils in school, the gap between disadvantaged children and their non-disadvantaged peers has decreased by 0.7%.

2021-2022: 91.2% (PP). 95.7% (Non PP). Difference of 4.5%.

2022-2023: 92.5% (PP). 96.3% (Non PP). Difference of 3.8%.

In the 2022-2023 year, Featherstone provided an improved extra-curricular offer where a focus was put upon the participation of clubs by disadvantaged pupils. This was successful as out of all children that attended extra-curricular clubs, 48% of those were disadvantaged children, an increase on the previous year.

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
n/a	
n/a	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.