

### Featherstone Academy – Pupil Premium Action Plan

Head teacher: Caroline Jobling  
 Pupil Premium Lead: Vicky Jackson  
 Pupil Premium Governor: Jo Dunn

Pupil premium Profile 2020-2021		Previous performance of disadvantaged pupils			
Percentage of pupils eligible:	23%		2018	2019	2020 Predictions
Amount per pupil:	£1,345	% of pupils achieving ARE in maths	58%	96%	80%
Total pupil premium budget:	£64,215	% of pupils achieving ARE in reading	58%	92%	80%
Barriers to progress: <ul style="list-style-type: none"> <li>Some pupil premium children have multiple vulnerabilities (SEND and safeguarding) which can slow progress and a barrier to age related attainment.</li> <li>Parental engagement and low aspirations</li> <li>Social and emotional issues resulting in low confidence and self esteem</li> <li><b>How are we going to address these barriers?</b></li> <li>SEND coffee mornings/ SEN co-ordinator to support child, parents and teacher</li> <li>Quality first teaching</li> <li>Involvement with outside agencies</li> <li>Discussions with pupils</li> <li>Rigorous regular tracking of pupil attainment and progress, especially in our dedicated, solution-focused “narrowing the gap” progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders, including our Inclusion Manager, the effectiveness of strategies to overcome their barriers to learning evaluated, and a new tailored programme put in place</li> </ul>		% of pupils achieving ARE in writing	58%	92%	80%
<b>Desired Outcomes:</b>					
<ul style="list-style-type: none"> <li>Improving attendance and ensuring it is in line with national average</li> <li>Improving engagement with families</li> <li>Reducing gaps in achievement and achievement by 10%</li> </ul>		•	<ul style="list-style-type: none"> <li>Improving PP attainment</li> <li>Improving progress</li> </ul>		

- Extending opportunities

Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
Additional teaching support in Early Years- S&L support	Wellcom for PP children WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.	<ul style="list-style-type: none"> <li>• 100% of PP children achieve relevant statements in the ELG</li> <li>• Wellcomm to improve speech and language peer to peer</li> <li>• Progress is measured throughout the intervention</li> </ul>	SO MN TN	Teaching assistant x 3 10 minutes per week.  £1800	<ul style="list-style-type: none"> <li>• First assessment autumn term.</li> <li>• Review spring term to monitor progress against statements.</li> <li>• Assess against new section during summer term</li> </ul> ELG achieved June	End of Autumn 1	
<b>KS1</b> Additional Teaching support in KS1- Phonics and Reading.	Phonics intervention x5 sessions weekly (Autumn 1)  Reading everyday	<ul style="list-style-type: none"> <li>• 75% of PP children pass phonics screening in Year 1</li> <li>• 100% to be at age related expectation by the end of the year in reading in year 2</li> </ul> Low Numbers of PP in Year 1	NR EE	£5000	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• Meeting with CC autumn term to identify PP who will need further support.</li> <li>• Progress half termly to be held with year 1&amp;2 teacher, English lead and TA who delivers it</li> </ul> Lesson Visit VJ  <u>Summer 2</u> <ul style="list-style-type: none"> <li>• Children to sit phonics screening</li> </ul> Year 1&2 teachers meet to discuss PP children who didn't pass phonics screening	End of Autumn 1	

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<p><u>Year 2</u> Maths To improve arithmetic and reasoning through a 'catch up' programme</p>	<p>Maths Intervention - Rising Stars (Autumn 2)  Daily arithmetic  Areas to be identified from BASELINE data.</p>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>At least 75% to be at age related expectation by the end of the year in reading in year 2</li> </ul> <p>Low numbers of PP in Year 2</p>			<ul style="list-style-type: none"> <li>Lesson visit from KM</li> <li>Book Look KM</li> </ul> <p><u>Summer 2/Early Autumn 1 2020</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2<sup>nd</sup> week into term. <u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly. Meet every half term with TA's to discuss the impact of 'catch up' programmes <u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>		
<p><u>Year 3</u> To improve arithmetic and reasoning through a 'catch up' programme</p>	<p>Maths Intervention (Rising Stars) Autumn 2 Areas to be identified from BASELINE data.</p>	<ul style="list-style-type: none"> <li>Ensure 66% of PP children to have a standardised score of at least 100 in year 3</li> </ul>	<p>BG PP</p>	<p>£2000</p>	<p><u>Summer 2/Early Autumn 1 2020</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2<sup>nd</sup> week into term. VJ to meet with PP to discuss interventions. Meet every half term with TA's to discuss the impact of 'catch up' programmes <u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations</p>	<p>End of Autumn 1</p>	

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<p>To improve reading comprehension</p>	<p>Extra guided reading 2 afternoons per week 20mins – Mrs Perry (Autumn 2) Reading intervention 8.20am – 9.00am (Autumn 1) Reading with an adult every day</p>	<ul style="list-style-type: none"> <li>4/6 of PP children should be reading at age related expectations by the end of year 3</li> <li><b>Improve reading fluency and comprehension as a result of reading regularly and effective questioning and discussion</b></li> </ul>			<p>from subject leaders, to ensure quality. Pupil progress as SLT also half termly.</p> <p><u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>		
<p><u>Year 4</u> To improve arithmetic and reasoning through a 'catch up' programme</p> <p>To improve reading comprehension</p>	<p>Mrs Mcmillan to deliver Rising Stars maths intervention (Autumn 2) X4 weekly during assembly</p> <p><b>BRP</b> 2 afternoons per week 30min per PP child Mrs McMillan to deliver a spelling intervention every morning 8.20am – 9.00am every day. (Autumn 1)</p>	<ul style="list-style-type: none"> <li>71% PP children - at least age related in maths by the end of year 4</li> <li>71% PP children should be reading at age related expectations by the end of year 4</li> <li>All children should be able to spell 100 high frequency words.</li> <li>All children should know spelling patterns and strings taught in year 3.</li> </ul>	<p>RT TM</p>	<p>£2000</p>	<p><u>Summer 2/Early Autumn 1 2020</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2<sup>nd</sup> week into term. <u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders to ensure quality. Pupil progress as SLT also half termly. <u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups.</p>	<p>End of Autumn 1</p>	

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<p><u>Year 5</u> To improve arithmetic and reasoning To improve reading comprehension</p>	<p>Mrs Charlesworth to deliver Rising Stars maths intervention (Autumn 1) X4 weekly during assembly</p> <p>BRP 2 afternoons per week 30min per PP child</p>	<ul style="list-style-type: none"> <li>60% PP children should be working at least age related in maths</li> <li>60% PP children should be reading at age related expectations</li> </ul>	<p>LC JD</p>	<p>£2000</p>	<p><u>Summer 2/Early Autumn 1 2020</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2<sup>nd</sup> week into term. <u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly. <u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>	<p>End of Autumn 1</p>	
<p><u>Year 6</u> To improve arithmetic and reasoning</p>	<p>Mrs Machin to deliver Rising Stars maths intervention Areas to be identified from BASELINE data. (Autumn 1)</p> <p>Smaller class sizes</p>	<ul style="list-style-type: none"> <li>86% PP children should be working at least age related in maths</li> <li>86% PP children should be reading at age related expectations</li> </ul>	<p>KM</p>	<p>£2000</p>	<p><u>Summer 2/Early Autumn 1 2020</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2<sup>nd</sup> week into term. <u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly. <u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>	<p>End of Autumn 1</p>	

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<p>Easter school- Every PP child to attend.</p>	<p>Key skills taught during Easter school</p> <p>Revision</p>	<p>86% of PP to achieve end of year target or better in Reading, SPaG and maths.</p> <ul style="list-style-type: none"> <li>85% of all to achieve expected standards in reading, writing and maths combined</li> <li>85% expected to achieve expected standard in reading</li> <li>86% to achieve expected standards in maths</li> <li>86% to achieve expected standard in writing</li> <li>86% to achieve expected standards in SPAG</li> </ul>	<p>KM CJ</p>	<p>5 staff to be paid for 10 hours. Total cost = £3,000</p> <p>Cost of resources = £500</p>	<p>Spring 2- 3 mornings. 8.45-12.15</p> <p><u>Summer 2</u> SATs data and teacher assessment analysed to show if PP have met given outcome.</p>	<p>Spring Term</p>	
<p>Resources</p>	<p>Every child in year 6 will have access to <b>homework/revision materials</b> and all pupil premium children to attend homework club.</p>		<p>SP LC</p>	<p>£5,000</p>	<p>Order resources summer 2/autumn 1</p> <p>Use of revision material checked weekly to ensure children engaged and using them correctly.</p> <p>Spring 1- TA to supervise and support PP children with completing their homework 45 minutes weekly.</p>	<p>Spring Term</p>	
<p>Improve attendance of PP children</p>	<p><b>EWO</b> to target PP families and act as a home school worker.</p> <p>Attendance officer to work with EWO to identify poor attendance and vulnerable families. They will liaise with SLT and attend core groups where necessary</p> <p>100% attendance rewarded termly</p>	<ul style="list-style-type: none"> <li>Attendance of PP children at least in line with overall target of 96%</li> <li>Improved attendance of children in vulnerable families from previous year.</li> <li>Greater family engagement in all areas of school life – Better attendance at parental workshops</li> </ul>	<p>TG SP</p>	<p>£2,300</p>	<p>EWO visits school to monitor attendance monthly and takes on individual cases as required after looking at attendance data.</p> <p>Daily contact for every child that is absent.</p> <p>If attendance data flags up any concerns, then immediate/daily contact with EWO.</p> <p>Attendance is recognised weekly with award.</p> <p>100% attendance rewarded termly.</p> <p>Monthly meetings with SP</p>	<p>End of Autumn Term</p>	

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Increase parental involvement	Parent workshops  1:1 conversation with PP parents	Increased contact with parents Parents will have a better understanding of what is expected of their child  Parent workshops  Gain a better understanding of how parents and children can benefit from PP funding Have a better understanding of PP children's interests and needs	VJ	No cost	Hold structured conversations with some disadvantaged parents.	End of Autumn Term	
Widening Opportunities (If possible in Spring Term)	Mini bus lease for to allow children to have access to visits, competitions and events.  Forest School	All pupil premium children will have access to visits, competitions, events to enrich the curriculum and widen opportunities. 100% of pupil premium children will engage with school which should lead to accelerated progress and motivation. Track through data and through pupil voice/interviews.	VJ	£3,000	<u>Summer 2/ Autumn 1</u> Ensure visits are booked for the year. Ensure suitable PP children are identified for specific trips that match their needs and interests.		
Visits and outdoor pursuit weeks (If possible in Spring Term).	All pupil premium children will have access to visits, competitions, events to enrich the curriculum and widen opportunities. 100% of pupil premium children will engage with school which should lead to accelerated progress and motivation. Track through data and through pupil voice/interviews.	Track through data and through pupil voice/interviews.	KM CJ All staff	£6000	<u>Summer 2/ Autumn</u> Ensure visits are booked for the year and PP parents are informed of the support if required.		
'Widening opportunities'	To provide children with the opportunity to learn different musical instrument	All PP children in KS2 will be offered the opportunity to play a musical instrument – recorder, violin or keyboard.  1.1 lessons provided for gifted and talented musicians	VJ KW	£4000	Termly music data analysis Pupil questionnaires and interviews Learning walks		
Provide extra curricular activities for PP children	Monitoring of PP take up for extra-curricular clubs.	All PP children should take part in extra curricular activities Are we offering clubs that interest PP children?			VJ collects data Club organisers to monitor PP uptake and feedback to VJ		

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To pay for 0.4 SLT member to be Pupil Premium champion	To lead the provision of Pupil Premium children and monitor and evaluate the cost effectiveness and impact of all strategies. Weekly meetings with teaching assistants, subject leaders, bursar and attendance officer and any tier 2 or 3 provision.	Ensure that 100% of pupil premium children are receiving appropriate provision which is cost effective and leads to accelerated progress towards their appropriate targets.  Attendance of PP children at least in line with overall target of 96%.	VJ		Share findings/progress of children with SLT.	Half termly	
SEN Assistant	Work with vulnerable children during the afternoon – provide nurture support  Provide support for staff to ensure the children are making progress  To work closely with parents to ensure that SEN PP children are making good progress.  Lead with Early Help  To promote safeguarding issues in school e.g. fire safety, NSPCC, LAC reviews	To ensure PP children with SEN make good or better progress.	SP SO	£3000	Monitor the impact of the ISP  Pupil progress meetings SEN staff meetings	Half termly	
<b>To improve outcomes for 'more able' children</b>	<ul style="list-style-type: none"> <li>• KM and JD to target more able pupils to achieve greater depth in reading, writing and maths</li> <li>• (Autumn 1)</li> </ul>	Increase number of pupil working in greater depth <b>Use Baseline Data</b>	KM JD VJ		Monitor progress every half term Pupil progress meetings – every half term	Half termly	
<b>To improve outcomes for 'more able' children</b>	<ul style="list-style-type: none"> <li>• Target children who are talented in sport.</li> <li>• Offer a variety of after school sports clubs</li> </ul>	Increase self confidence  Improve skills in various sports  Year 6 children should be learning the rules for several sports in preparation for high school	JD VJ	No cost	Monitor who takes part in after school clubs  Encourage all disadvantaged children to take part in after school clubs	Half termly	



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	<ul style="list-style-type: none"> <li>Offer competitive events throughout the year</li> </ul>				Make links with other clubs outside of school		
<p><b>To improve outcomes for 'more able' children</b></p> <p>'Widening Opportunities'</p>	<ul style="list-style-type: none"> <li>'Widening opportunities' visits for PP through ECMAT and other opportunities</li> <li>ECMAT Gifted and Talented Trips</li> </ul>	<p>Provide cultural experiences for disadvantaged children</p> <p>Increase life experiences</p> <p>Increase confidence</p> <p>Develop vocabulary and knowledge</p>	VJ	£2000	Ensure all disadvantaged children attend 'Gifted and Talented' trips provided by UWMAT.	Ongoing	
<p><b>To improve outcomes for 'more able' children 'Greater Depth' Reading</b></p>	<ul style="list-style-type: none"> <li>Each year group has a 'Greater Depth' reading group in which the children read a high quality text and answer comprehension questions</li> <li>In Year 3 and 4, the children read challenging extracts from texts. They answer comprehension questions linked to the extracts.</li> </ul>	<p>To improve comprehension skills</p> <p>To develop a love for reading</p>	VJ		<ul style="list-style-type: none"> <li>Half termly observations</li> <li>Discussions with pupils</li> <li>Monitor children's attitude towards reading</li> </ul>	Each half term	