Featherstone Academy

Pupil Premium Report to Governors

Context

At Featherstone Academy we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from, but your passion and thirst for knowledge, and we are determined to ensure that all children are given every opportunity to achieve their full potential.

The majority of Pupil Premium funding is used to provide good quality teaching and support, raising the standard of achievement for these children. Our approach is very much tailored to the individual so that each child’s learning needs are met.

Vulnerable groups are clearly monitored in the school’s review of strategies and analysis of progress data so that timely and appropriate interventions can be made for children to achieve their potential. Careful provision mapping allows the children to access support in a range of formats, including 1:1 and small group support. Pupil premium has helped towards the salary of TAs, a school counsellor and Education Welfare Officer to work with children most at risk of under achievement.

|  |  |
| --- | --- |
| Number of children (Yr1-6) | 240 |
| Total number of PP children | 53 |
| Amount of money received per child | £1320 |
| Amount of money received per LAC child or previously LAC children  | £1900 |
| Total amount of money received | £**70.960** |

Objectives for pupil premium spending

Common barriers for FSM children **can be** less support at home, weak language and communication difficulties, lack of confidence and attendance issues.

Our key objective is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM children, however, this is a national trend.

Our aim was to continue to raise standards in reading by ensuring children to become avid readers and improving comprehension. Bug club is clearly having a positive impact across the school. Pupil premium children in Years 1 and 2 will be offered a change to access Bug Club and spelling games using iPad during an after school club.

From pupil interviews and learning in class, third space learning is helping to improve maths skills in Year 6. It has also helped to increase the children’s confidence when tackling the unknown.

Base 25 has really helped various children across the school with anger management and self – confidence. Pupil interviews and case studies show that this is good value for money and essential for vulnerable children at our school. Junior also liaises with parents during and after the school day. He has also attended Core Group meetings for Children in Need.

Music lessons for PP children. One year 6 pupil has taken her grade 1 in violin. This is a huge achievement. Only two children in the school were ready to take this exam.

**Monitoring in Spring Term/Summer Term**

Lesson observations –linked to performance management. These observations were followed up a week later if there were concerns.

Monitoring of PP reading diaries

Book scrutiny – Year 3, 4 and 5 with feedback to staff

Pupil progress meeting with leadership team

Pupil progress meetings every half term (staff meeting). During pupil progress meetings teachers analyse data and look at the impact of current interventions.

Outcomes – Reading and spellings daily with PP children in every class. Bug club comprehension books to be marked by class teacher in more detail.

The role of the learning mentor has not worked as planned. This will be changed in September.

The role of SENCO assistant and pastoral lead has worked well this year. Miss Pugh attends SEN meetings with outside agencies and parents. She also works with parents to provide Early Help if needed. As part of her SENCO assistant role, she ensures paperwork for SEN children is up to date. In September, this role will continue. Miss Pugh will also help to prepare for PEP meetings for looked after children.

We have utilised strategies from ‘Narrowing the Gap’ and the Sutton Trust EEF toolkit, to inform our decisions with regards to the deployment of these resources. See document attached.

**Summary of spending**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | Cost |
| Staff providing intervention sessions  | √ | √ | √ | 🗸 | 🗸 | 🗸 | £24,000£12,361 |
| Staff providing intervention sessions(Spring term) and SEN 0.2 | 🗸 | √ | 🗸 | 🗸 | 🗸 | 🗸 |
| Pupil premium co-ordinator  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | £25, 430 |
| Counselling – Base 25 | 🗸 | 🗸 | 🗸 | √ | √ | √ | £2000 |
| Easter school |  |  |  |  |  | √ | £2500 |
| Instrument Tuition |  |  | 🗸 | 🗸 | √ | √ | £5000 |
| Homework resources  |  |  |  |  |  | √ | £2300 |
| Third Space Learning |  |  |  |  |  | √ | £1600£200 per child x 8 |
| Breakfast Club Assistant |  |  |  |  |  |  | £2500 |
| Trips  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | £5000 |
| Learning Mentor  |  |  |  | 🗸 |  | 🗸 | £10,500 |
| EWO11 Visits  |  |  |  |  |  |  | £2,000 |
| Jigsaws After School Club  | 🗸 | 🗸 | 🗸 |  |  |  | £2000 |

Use of pupil premium to support learning in years 1, 2 3, 4, 5 and 6 (5 hours per class)

Total Spent: £97,191 **Total allocated £70.960**

**One child received a pupil premium award.**

Highlighted interventions will continue next year.