

Pupil premium strategy statement – Featherstone All Saints CofE Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Phil Burton
Pupil premium lead	Katherine Meek
Governor / Trustee lead	Carly Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49995
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49995

Part A: Pupil premium strategy plan

Statement of intent

At Featherstone All Saints C of E Academy, we set high expectations for all pupils and believe that with high-quality teaching, targeted small group and one-to-one support, social and emotional development, effective parental engagement, and a personalised approach to meeting children's needs, every child can reach their full academic, social, and emotional potential.

Pupil Premium funding is allocated effectively each year to make a meaningful impact across the school. This supports pupils in achieving at least the same academic outcomes as their non-disadvantaged peers with similar starting points and ensures equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our strategy emphasises high-quality teaching in all subjects, with a particular focus on reading, writing, maths, and phonics.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention is that all pupils, regardless of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils in reaching this goal, including those who are already high attainers and those with special educational needs.

We aim to embed the importance of cultural and arts opportunities in supporting the broader learning of disadvantaged pupils. This enhances cultural capital and removes barriers to accessing and understanding the wider curriculum. Our personalised curriculum, led by strong subject leaders, provides pupils in receipt of Pupil Premium with opportunities to build confidence, independence, and the skills needed to thrive as successful learners, positively contributing to society in the future.

Leaders also use the funding to create opportunities for pupils to develop essential skills such as resilience, perseverance, and self-esteem through high-quality, targeted care for children and families. We work closely with external agencies, including Teams Around School, the Children's First Hub, and CAHMS, Educational Psychologists, to support pupils' social and emotional well-being, while also developing their metacognitive and self-regulation skills.

At Featherstone All Saints C of E Academy, our strategies are evidence-based, drawing on recommendations from the Education Endowment Foundation and the DfE to ensure the best outcomes for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that disadvantaged pupils often start with lower levels of communication and language skills compared to their peers. This includes speech difficulties and limited exposure to rich vocabulary, sentence structures, and diverse reading opportunities—factors crucial for developing strong early writing skills.
2	Some disadvantaged SEND pupils are not consistently making good or better progress from their starting points, highlighting a need for more targeted support and interventions to address their specific learning barriers
3	Our disadvantaged pupils often lack role models to show how academic success can lead to future opportunities, which can reduce their motivation. Many also have limited experiences beyond their home and community, lowering their expectations and contributing to a cultural capital gap.
4	Parental engagement has increased for our disadvantaged pupils, however, is still below non-disadvantaged. This is evidenced through parents who attend parents' evenings, parental engagement on class dojo and parents who attend support sessions led by EWO, FIM, CFH, EP etc.
5	Although persistent absenteeism (PA) rates for children are above the national average, the percentage of disadvantaged pupils falling between 90% and 95% attendance remains a concern. This indicates that disadvantaged pupils are at risk of missing valuable learning opportunities, which can negatively impact their educational progress and overall development
6	Increased rise in social emotional mental health issues among pupils, identifying the need to enhance their self-regulation and metacognition skills. Many pupils are struggling with trauma, anxiety and emotional dysregulation, which negatively impacts their behaviour, academic performance and well-being

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
Improved writing attainment among disadvantaged pupils.	Assessments and observations indicate significantly improved early writing skills ensuring the foundations of writing are embedded at an early age. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. % of disadvantaged pupils achieving age expected increases from previous year.

Increase the percentage of pupils achieving the higher standard in reading, writing, and maths.	Assessments show that the % of disadvantaged pupils achieving the higher standard in reading, writing, and maths increase when compared to their starting points
Increase the attainment of disadvantaged SEND pupils to make good or better progress from starting points.	Disadvantaged SEND pupils will make at least expected progress or better from their starting points, with 75% meeting personalised termly progress targets in core subjects. Targeted interventions and support will result in a measurable reduction of the attainment gap, with improvements evident in both formative and summative assessments.
Address disparities in cultural capital to develop high aspirations among disadvantaged pupils for themselves and their peers.	Pupil voice evidences that disadvantaged pupils set higher personal goals, engage in enrichment activities, and improve their communication skills, demonstrating increased aspirations. Academic progress narrows the gap with peers, supported by exposure to role models and greater parental and community involvement.
Ensure that an increased number of disadvantaged pupils meet at least 95% attendance and continue to reduce rates of persistent absence.	% of pupils achieving over 95% to be at least in line with non-disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading lead to continue to share good practice to develop early language to support improvements in early writing. Subject leaders to review planning to support	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading EEF: Oral Language +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3

<p>opportunities for high quality classroom discussions.</p>	<p>Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes EEF, combining reading and writing outcomes EEF, improving literacy at key stage 2, 7 stages</p>	
<p>Further research strategies used to support the development of Early Writing in the early years foundation stage and beyond</p> <p>Embed Kinetic Letters to support the development of Early Writing in the Early Years and throughout the school.</p> <p>Early Writing Lead to adapt curriculum maps/Long Term Plans to reduce cognitive load in writing where necessary and lead to further development of Early Writing</p>	<p>Structured writing support in early education to accelerate skill development and close attainment gaps</p> <p>EEF: Early Writing +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-literacy-in-key-stage-2</p>	<p>1, 2, 3,</p>
<p>Continue to embed the Little Wandle Synthetic phonics through high quality CPD and regular coaching.</p> <p>CPD sessions for all EYFS + KS1 staff to support the teaching of phonics. Regular attendance on Little Wandle CPD update training.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF: phonics +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3</p>

<p>Embed the Bridge to Spelling in Year 2.</p>		
<p>Subject leaders to quality assure the provision in reading, writing and maths across school to ensure high quality provision is in place to support all pupils</p> <p>Maths leader to lead staff meetings on the importance of Reasoning and Problem Solving in maths and how these should be incorporated into all lessons, with Key Stage 2 higher ability pupils accessing these in all lessons.</p> <p>English and Maths subject leads to support teachers through coaching sessions to meet the needs of higher achievers.</p> <p>Maths and English leader to monitor the implementation of changes to the provision for the teaching of reading, writing and maths.</p> <p>Share clear expectation that a proportion of each cohort in school should be targeted to be working at the Greater Depth Standard, throughout school</p> <p>Subject leaders and class teachers to analyse data following data entry points to ensure targets are being met or exceeded – use this to guide further monitoring. Shared in pupil progress meetings.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic</p> <p>EEF: mastery +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>CPD that deepens teachers' understanding of their subject areas and effective teaching strategies can lead to improved pupil learning .</p> <p>EEF: CPD + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/continuing-professional-development</p> <p>Teacher coaching can have a positive impact on pupil outcome</p> <p>EEF: coaching + 2 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teacher-coaching</p>	<p>1, 2, 3</p>
<p>Monitoring and class visits identify that the I do, we do, you do approach is consistently applied.</p>	<p>Strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility</p>	<p>1, 2, 3</p>

<p>Staff CPD and coaching through subject leaders to identify where support is needed.</p> <p>Teachers ensure there is a clear focus for the lesson enabling the I do, we do, you do approach to be effective and to reduce cognitive load for the children.</p>	<p>EEF: Feedback +6months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>SENCO to lead CPD sessions to equip teaching staff with the necessary tools and strategies to effectively identify and address learning gaps for all pupils particularly those with SEN needs.</p> <p>Create a supportive and adaptive teaching environment, we aim to create tailored interventions that facilitate progress</p>	<p>Improving high-quality teaching for all students significantly benefits those with Special Educational Needs and Disabilities (SEND). Research shows that strategies such as explicit instruction, scaffolding, and cognitive/metacognitive techniques not only boost attainment for pupils with SEND but also enhance learning outcomes for their peers.</p> <p>EEF: + 2-4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/special-educational-needs-disabilities-send</p>	1, 2, 3
<p>Further develop teachers understand of self-regulation and metacognition. Metacognition support to be planned through CPD sessions.</p> <p>Plan opportunities for pupils to developing their metacognition and self-regulation skills within lessons.</p> <p>Subject leaders will review long-term plans to streamline content, reducing cognitive overload and supporting pupils' ability to retain and independently apply prior knowledge. This will enhance metacognitive strategies, enabling pupils to better organise, retrieve, and build upon their learning over time.</p>	<p>Strong evidence shows explicit teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF: metacognition and self-regulation + 7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2

<p>Launch 'Career Explorers' days monthly as an opportunity to consider a range of careers for pupils.</p> <p>Subject leaders to plan opportunities for visitors into school who are able to support pupils wider exposure to a range of careers which link to curriculum learning – science, history, geography, mathematics, etc.</p> <p>Deliver CPD for staff around implementing tweaks to lessons to ensure careers are focused on through subject teaching.</p> <p>Plot all careers opportunities on to the whole school personal development map</p>	<p>EEF recognises that aspiration interventions aim to enhance the ambitions and future goals of students, particularly those from disadvantaged backgrounds</p> <p>The Education and Employers organisation highlights that when children have the opportunity to interact with employers and learn about various professions from an early age, it enhances their understanding of the relevance of school subjects to their future careers. Such interactions can help challenge stereotypes, foster aspirations, and encourage positive attitudes towards education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	3

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

Budgeted cost: £ 12,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and smallgroup support) led by skilled TAs. Including daily targeted intervention</p> <p>Teachers and SENCO to monitor teaching assistant interventions to ensure they are well delivered – provision map</p> <p>Leaders to monitor targeted support progress, observe the teaching of targeted support</p>	<p>Moderate impact Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>EEF: Teaching assistants +4months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistants</p>	1, 2, 3

	<p>Oral language approaches have a high impact on pupil outcomes.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>EEF: Oral language +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p> <p>EEF: Oral language +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Targeted Feedback session planned to support pupils in writing.</p>	<p>Strong evidence shows that done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>EEF: Feedback +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>
<p>Identify pupils in Year 2 and KS2 needing Little Wandle 'Rapid Catch up'. Complete the 'Rapid Catch up Programme'</p> <p>Daily keeps up sessions for all pupils in EYFS and KS1 identified through half termly Little Wandle assessments</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF: For disadvantaged pupils, in particular, targeted phonics instruction can close literacy gaps, supporting their ability to express ideas through writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	

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

Budgeted cost: £ 12,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed the behaviour policy through rigorous monitoring of behaviour trends.</p> <p>Use CPOMS effectively to track incidents of poor behaviour</p> <p>Continue to monitor the impact of praise (Dojos) and sanctions (consequences) on overall behaviour.</p> <p>Deliver staff training on behaviour policy and de-escalation strategies</p> <p>Leaders to monitor the impact of emotion check-ins</p> <p>Adapt the behaviour policy to ensure it meets the needs of all pupils</p> <p>Inclusion officer to implement social skills intervention groups based on the needs individual pupils and cohort needs.</p> <p>Deliver regular messages on bullying, discrimination and protected characteristics</p>	<p>EEF: "Improving Behaviour in Schools" report in June 2019. This report highlights the importance of a clear, consistent behaviour policy in promoting a positive learning environment, which has been shown to significantly impact student learning outcomes.</p> <p>EEF: Effective behaviour + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-behaviour-in-schools</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Inclusion officer and Strategic lead to monitor attendance on a weekly basis.</p> <p>Rigidly apply the school attendance policy.</p> <p>Embed principles of good practice set out in the updated 2024 DfE's guidance on working</p>	<p>Improving attendance in schools can lead to significant educational benefits</p> <p>EEF: Improving attendance + 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions</p>	<p>1, 2, 3, 4, 5</p>

<p>together to improve school attendance.</p> <p>Work with the student council to plan new initiatives to improve attendance for all pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Continue to develop effective approaches to support parental engagement – inclusion officer to plan a calendar of support events to invite parents to eg. Anxiety, SEN drops in</p> <p>Develop opportunities for all parents to be involve in school activities to support their pupils learning eg. Whiterose maths, reading mornings, learning together sessions - target specific parents</p>	<p>Strong evidence shows 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</p> <p>EEf: Parental engagement +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>Access training for all staff to become a Trauma informed school, ensuring provision focuses on a relational approach to working with children.</p>	<p>SEL interventions in education are shown to improve SEL 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.</p> <p>EEF: SEL +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF: SEL +4months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 4
<p>Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience.</p> <p>Fund 100% cost of peripatetic lessons for PP pupils.</p> <p>Provide a range of activities including forest school.</p> <p>Lunchtime/after school</p>	<p>Moderate evidence that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>EEF: Arts +4 months</p>	1, 2, 3, 4, 5

clubs	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
Emergency funding to support families in need.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example school uniform, food vouchers, breakfast club, trips	1, 2, 3, 4, 5,

Total budgeted cost: £ 0

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Featherstone All Saints CofE Academy, we have reviewed the performance of our disadvantaged pupils over the past academic year, using national assessment data alongside our own internal assessments, both summative and formative. This analysis highlighted key trends and areas of need, which will be detailed alongside our performance measure data. To better understand how our disadvantaged pupils are performing, we compared their results not only to those of disadvantaged and non-disadvantaged pupils at both national and local levels but also to the outcomes of our own non-disadvantaged pupils. We recognise that the performance data reflects the continued impact of earlier Covid-19 disruptions, which have affected pupils and schools differently

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics screening results and our own internal assessments.

Headline Data

Reception GLD (3PP, 3FSM)	PP		Non-PP		National			
	33%		75%		69%			
Year 1 Phonics (4PP)	PP		Non-PP		National			
	100%		85%		80%			
Year 2 Phonics (4PP, 2SEN,3FSM)	PP		Non-PP		National			
	100%		87%		89%			
Year 4 MTC (6 PP, 6 SEN, 6FSM)	PP		Non-PP		National			
	33%		84%		38%			
Year 6 (9PP, 4SEN, 9FSM)	PP		Non-PP		National			
	Exp +	Ex	Exp +	Ex	Exp+	Ex	PP Exp+	PP Ex
Reading	77%	33%	79%	26%	75%	33%		
Writing	78%	0%	79%	26%	72%	18%		
Maths	78%	0%	79%	26%	74%	26%		
GPS	78%	11%	74%	32%	73%	30%		

Reception (EYFS GLD)

The Reception cohort consisted of 23 pupils, including 3 Pupil Premium pupils (1 mid-year joiner). Although outcomes are below national levels, the small Pupil Premium cohort and high-need profile mean percentages must be interpreted with caution. The data highlights the importance of early identification, high-quality early years intervention and support for disadvantaged children on entry, which will continue to be embedded.

Year 1 and Year 2 Phonics Screening

Pupil Premium pupils excelled in phonics, consistently outperforming national averages. This demonstrates that the early reading provision and targeted support are highly effective for disadvantaged learners. Half termly assessments and pupil progress meetings ensure that progress is closely monitored.

Year 4 Multiplication Tables Check (MTC)

While Pupil Premium pupils performed below non-Pupil Premium peers, the cohort's complexity (100% SEN and FSM) must be considered. Pupils performed broadly in line with national expectations for similar groups. Additional SEN provision is planned to support pupils with number facts, calculation strategies and recall, including small group interventions, 1:1 support sessions and the use of manipulatives and visual strategies. Progress will be closely monitored by the SENCO to ensure improvement in future assessments.

Year 6 Outcomes (Key Stage 2)

Pupil Premium pupils achieved expected standards across reading, writing, maths, and GPS at rates that meet or exceed national averages for disadvantaged pupils. Reading and GPS are particular strengths, reflecting effective teaching and targeted support. Although fewer pupils achieved greater depth, the foundations are in place to increase stretch and challenge in over the next 2 years. SEN provision will be enhanced through small group and individual interventions in maths and writing, scaffolded tasks, differentiated resources and focused teaching on key skills.

Progress is monitored through termly assessments, pupil progress meetings, and ongoing SENCO oversight for SEND pupils.

1.Improved writing attainment among disadvantaged pupils.

2023/24 (Year 1 – 5)



2024/25 (Year 1 – 5)



Writing outcomes have improved notably over the past year, demonstrating the positive impact of the academy's focused actions to strengthen early writing provision. Engagement with the English Hub Graduated Programme has supported the sharing of effective practice to enhance early language, directly influencing improvements in early writing. The review of planning and emphasis on high-quality classroom discussion have enriched pupils' vocabulary and sentence development particularly in EYFS and KS1. Research into early writing strategies, alongside observation of approaches in other settings, informed the successful implementation of Kinetic Letters, improving handwriting fluency, stamina and confidence. Adaptations to curriculum maps have reduced cognitive load, enabling pupils to focus on composition and content. The continued embedding of Little Wandle Synthetic Phonics, supported by weekly CPD for EYFS and KS1 staff and the development of Bridge to Spelling in Year 2 has further strengthened spelling and transcription skills. These combined actions have resulted in measurable progress, with the proportion of pupils meeting or exceeding expectations rising from 47% to 56%, and the overall judgement improving from Just Below to On Track.

As this represents the first year of a three-year improvement plan, the next phase will focus on sustaining these gains through continued professional development, monitoring impact across all key stages, and refining curriculum sequencing to ensure even greater consistency and progression in writing outcomes.

2. Increase the percentage of pupils achieving the higher standard in reading, writing, and maths.

Reading

		Y6 Sum2 SAT Scaled Score				
		90-94	95-99	100-104	105-109	110-114
Y5 Sum2 Main Assessment	Below	1 pupil (11%)				
	Just Below		1 pupil (11%)			
	On-track			2 pupils (22%)	2 pupils (22%)	2 pupils (22%)
	Working Above					1 pupil (11%)

Writing

		Y6 Sum2 SAT TA	
		WTS	EXS
Y5 Sum2 Main Assessment	Below	1 pupil (11%)	
	Just Below	1 pupil (11%)	1 pupil (11%)
	On-track		6 pupils (67%)

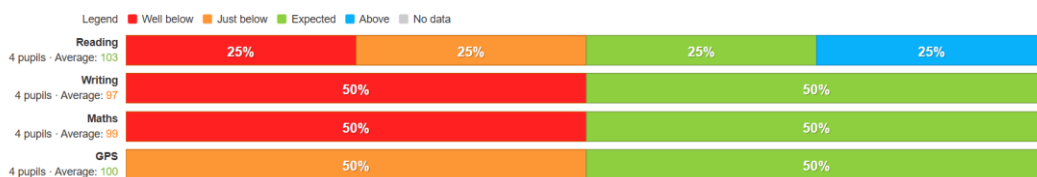
Maths

		Y6 Sum2 SAT Scaled Score			
		B	90-94	100-104	105-109
Y5 Sum2 NFER Standardised Scores	Below Year	1 pupil (11%)			
	85-94		1 pupil (11%)		
	95-105			2 pupils (22%)	1 pupil (11%)
	106-115			1 pupil (11%)	2 pupils (22%)
	>= 116				1 pupil (11%)

The data shows that most pupil premium pupils made positive progress from Y5 to Y6, with several moving from below expected to within the expected standard. Although the higher standard remains a focus for improvement, there is clear evidence of improving attainment and progress across the cohort through clear actions.

3. Increase the attainment of disadvantaged SEND pupils to make good or better progress from starting points.

2024/25



Data

4. Address disparities in cultural capital to develop high aspirations among disadvantaged pupils for themselves and their peers.

At Featherstone All Saints we have started to address disparities in cultural capital and raise aspirations among disadvantaged pupils. In the 2024/25, the Career Explorers Week gave pupils opportunities to meet professionals from a range of careers. This exposure has begun to broaden pupils' awareness of careers and inspire higher aspirations. Planned actions for the rest of the strategy include integrating careers into the curriculum, delivering staff CPD, and mapping all career opportunities on the whole-school personal development plan. These initiatives aim to provide consistent, long-term exposure to careers and role models, equipping pupils with the cultural capital, knowledge and confidence to pursue ambitious futures.

5. Ensure that an increased number of disadvantaged pupils meet at least 95% attendance and continue to reduce rates of persistent absence.

	2023/24	2024/25
% above 95%	47.6%	51.2%

The proportion of pupils achieving at least 95% attendance increased from 47.6% to 51.2%, showing more disadvantaged pupils are meeting the higher attendance expectations.

Targeted Groups	2023/24	2024/25
PP Girls	92.5%	93.1%
PP SEN	91.9%	92.5%
PP EHCP	73.2%	82.7%

PP Girls and PP SEN attendance improved slightly (+0.6%), while PP EHCP pupils increased significantly (73.2% - 82.7%) due to personalised targeted support.

A number of PP boys (3) were on partial timetables significantly impacting on their overall attendance. With 2 of these boys also receiving a number of suspensions. Targeted support is in place to support these pupils and others PP who were at PA moving into 2025/26.

In 2024/25 term-time holidays affected 20/42 PP pupils; measures continue to be implemented to promote more consistent attendance and highlight the impact of term time holidays.

In 2025/26 we will continue to focus on attendance to further improve this upward trend.

During the 2024/25 academic year, we observed an increased demand for financial support due to ongoing economic challenges. We identified several families in need of assistance with expenses such as uniforms, school residential trips, and basic food supplies, particularly during the winter months. Anticipating that this demand will

grow in the coming year, we have allocated additional funding for 2025/26 to address these needs. Furthermore, we will seek partnerships with external agencies, such as the local uniform exchange and food banks, to provide comprehensive support for our families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
Literacy Shed	Literacy Shed
Little Wandle Synthetic Phonics Scheme	Wandle Partnership
Kapow	Kapow
Grammarsaurus	Grammarsaurus
Rising Stars	Hachette UK
Whiterose Maths	Whiterose Maths

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.