



Featherstone All Saints C of E Academy

Pupil Premium Strategy

2021 - 2022

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

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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 All Saints C of E Academy
NUMBER OF PUPILS IN SCHOOL	213
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	44 (21%)
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£62,145
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2021/2022 – 2024/2025
DATE THIS STATEMENT WAS PUBLISHED	31 st December 2021
DATE ON WHICH IT WILL BE REVIEWED	July 22
STATEMENT AUTHORISED BY	Matthew Jones
PUPIL PREMIUM LEAD	Katherine Meek
GOVERNOR / TRUSTEE LEAD	Rebecca Everitt

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£62,145
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£6,380
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£8,589.48
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>	£77,114.48

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Featherstone All Saints C of E Academy we set high expectations for all pupils in our school and believe that, with high quality teaching, targeted small group and 1to1 support, social and emotional development, effective engagement with parents and a personalised approach to meeting children’s needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school to support pupils to achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on reading, writing, maths and phonics.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We aim to embed the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our personalised curriculum led by strong subject leaders provides children in receipt of Pupil Premium, with opportunities to develop their confidence, independence and enables them to be successful learners who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop skills including resilience, perseverance, self-esteem through quality, targeted care for children and families. We work closely with external agencies, for example, Future in Minds, the Children’s First Hub, Educational Psychologist to support pupils socially and emotionally alongside developing pupils own metacognition and self-regulation.

The strategies we employ at Featherstone All Saints CoE Academy are evidence-informed using recommendations outlined by Education Endowment Foundation and the DFE.

CHALLENGES

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

Challenge Number	Detail of Challenge
1	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils . Writing scrutiny and grammar checks evidence that disadvantaged pupils have reduced oral communication and range of vocabulary.

	The Yorkshire dialect has a negative impact on standard English particularly in writing. It has been identified pupils often struggle with using grammar correctly and this impacts on their writing particularly for disadvantaged boys.
2	Evidence from staff discussions, pupil voice and reading records show that reading for disadvantaged pupils is limited due to their infrequent reading at home, particularly during lockdowns. Pupils often struggle with their fluency and their comprehension. Although many children achieve age expected they remain slightly below NA. No children achieved greater depth reading in the SATS 2019.
3	Entry assessments and observations identify disadvantaged children typically enter Featherstone All Saints with lower levels of communication and language skills than non-disadvantaged. This includes speech difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Parental engagement of disadvantaged pupils is often 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.
6	Attendance of disadvantaged children is below non disadvantaged. In addition, the % of disadvantaged pupils who were persistently absent over the past 3 years has remained below national average.
7	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. A small number of disadvantaged children arrive in school not ready to learn due to issues at home.

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 Outcomes	Success Criteria
Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing.	KS2 outcomes in 2024/25 show that the gap has significantly narrowed to in line with NA. 100% of non-sen pupils meet the standard in phonics screening in Year 1 in 2024/25.
Increase the % of pupils achieving the higher standard in reading, writing and maths at the end of KS2.	KS2 outcomes in 2024/25 show the % meeting the higher standard in reading, writing and math is at least in line with NA.
Oral language and development of vocabulary improved across all disadvantaged pupils	EYFS, KS1 and KS2 outcomes in 2024/25 show that the gap has significantly narrowed to in line with NA.
The gap in cultural capital will be addressed supporting children to have high aspirations for themselves and others.	Experiences and visitors planned for all pupils. Ensure that these provide opportunities for improving language, imagination and communication as well as impacting on children's social and emotional wellbeing.

All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.	Attendance sustained as in line with national average for disadvantaged pupils. PA reduced to inline with NA for all disadvantaged pupils.
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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:	£7,000	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed dialogic activities across all subject areas.</p> <p>CPD training to support teaching staff to extend vocabulary across the curriculum.</p> <p>Plan clear opportunities across the curriculum for high quality class discussions.</p> <p>Embed and develop the teaching of VIPERs through quality CPD, release time for English lead</p>	<p>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</p> <p>There is strong evidence that lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text EEF: Comprehension +6months</p>	1, 2, 3
<p>Purchase Little Wandle (validated systematic synthetic phonics programme) to secure better outcomes for all pupils in phonics.</p> <p>Training for all staff throughout school to secure outstanding practise.</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>	1, 2, 3
<p>Develop the teaching of writing across school through focused CPD training for all staff.</p> <p>Develop a clear progression of grammar and writing genre across the school.</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>	1

<p>Writing feedback policy to be written and shared with all staff.</p>	<p>EEF: Feedback +6months</p>	
<p>Develop a teaching for mastery approach with a focus on maths. 2 teachers to attend the maths hub working groups. Lead staff meeting to develop teaching for mastery across the school. Link approach to other subjects including writing and reading</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic EEF: mastery +5 months</p>	<p>1, 2, 3</p>
<p>Purchase NFER standardised assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF: Feedback +6 months</p>	<p>1, 2, 3</p>
<p>Develop metacognition and self regulation approaches of pupils. CPD training to develop strategies for staff to improve pupils' ability to develop their metacognition and self-regularly strategies.</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. EEF: metacognition and self-regulation + 7 months</p>	<p>1, 2, 3, 7</p>
<p>Refine the quality of social and emotional (SEL) learning. Improve SEL approaches for all staff through CPD training.</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) EEF: SEL +4months</p>	<p>4, 5, 6, 7</p>

TARGETED ACADEMIC SUPPORT
(for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,000		
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</p> <p>Teachers to monitor teaching assistant interventions to ensure they are well delivered.</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>	1, 2, 3
<p>Targeted Feedback session planned to support pupils writing in Key Stage 2.</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>	1
<p>Purchase age-appropriate programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p> <p>Welcomm delivery for select EYFS children to develop their language and communication.</p>	<p>Oral language approaches have a high impact on pupil outcomes. 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>	1, 2, 3
<p>Appointment of a reading leader to provide high quality reading intervention across the school through 1:1 and small group sessions.</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>	2, 3
<p>Additional phonics sessions led by the Early Reading Lead targeting disadvantaged pupils.</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</p>	1, 2, 3

	be more effective when delivered as regular sessions over a period up to 12 weeks:	
Engaging with the National Tutoring Programme (White Rose maths) to provide a tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF: one to one tuition + 5months Small group tuition + 4 months	1, 2, 3

WIDER STRATEGIES

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

Budgeted cost: £16,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. <ul style="list-style-type: none"> Weekly meetings to track attendance particular focus on PA. DH and LM Monthly meetings with the EWO. Regular meetings with parents on Fasttrack Learning mentor and Deputy Headteacher released w 	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5
Monthly drop in sessions / coffee morning for parents led by the Learning Mentor, early reading, phonics lead. Plus, external agencies where appropriate.	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 EEf: Parental engagement +4 months	2, 3, 4, 5, 6, 7

<p>Learning mentor to lead weekly sessions with pupils to support their social and emotional learning. Temply meeting with Future in Mind and the Children First Hub to support pupils needs.</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. EEF: SEL +4 months</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Provide pupils with opportunities to develop their cultural capital needs. Including support for school trips, after school clubs. Forest school and outdoor adventure learning on a regular basis. Peripatetic music lessons for all disadvantaged pupils in years 3, 4, 5, 6</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. EEF: Arts +4 months 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>4, 7</p>
<p>Contingency fund for acute issues.</p>	<p>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</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

TOTAL BUDGETED COST:	£ [77,300]
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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.

- Objectives of spending PPG 2020/21
- The SLT identified raising standards as the primary objective throughout school.
- To raise attainment and accelerated the progress of pupils eligible for pupil premium funding
 - To maintain a favourable comparison of attainment between pupils receiving pupil premium and their peers.
 - To improve the attendance of eligible pupils
 - To support eligible pupils with emotional and life changes issues that happen in their home lives which can affect their learning at school
 - To support eligible pupils during the Coronavirus outbreak.
 - To identify and support eligible pupils with specific barriers to their learning, broaden opportunities and raise aspirations

- To improve writing throughout school.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line with previous years in reading, writing and maths across school. The impact of Covid-19 was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Disadvantaged pupils were monitored on a daily basis during closures and support given to enable their learning to continue at home. Teaching staff provided daily lessons via zoom, pupils without computer access were provided with laptops and internet access. High quality online resources including LBQ, Timetables Rockstars and Spelling Shed supported pupils home learning. During the national lockdown disadvantaged pupils were invited to attend school where they received targeted support. This is reflected in the progress most children made.

Tracking of disadvantaged pupils enabled leaders to monitor the impact of targeted support. Reading support as a whole school priority reduced the gap from 11.8% Autumn 20 to 10.35% Summer 21, however reading continue to remain a priority.

Our end of KS2 date indicated that the gap between disadvantaged and none disadvantaged reaching the expected standard was narrowed to below 30% in reading, writing and maths. Disadvantaged children achieved higher than Non-Disadvantaged in reading and maths. Gap narrowed in writing from 39% Summer 2019 to 27.5% Summer 2021.

ATTAINMENT Year 6 2020/21 cohort	Reading	Writing	Maths
% Disadvantaged at Expected (8 pupils)	87.50% (7)	62.50% (5)	100% (8)
% Non-disadvantaged at Expected (20 pupils)	85.00% (17)	90.00% (18)	90.00% (18)
Difference	+2.5%	-27.5%	+10%

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 94.11%, which was slightly lower than national average of 94.6% (19/20). This was a result of a consistent approach to the attendance policy. Daily monitoring of pupil's attendance enabled action to be taken quickly to support disadvantaged pupils attending school. Pupils identified as PA were fast tracked to emphasise the importance of them attending school and meetings arranged with the EWO.

Our assessments and observations indicated wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We provided daily support to pupils identified as particularly struggling. These children received small group and individual intervention by the learning mentor and external agencies such as FIM, the educational psychologist and the Children's First Hub.

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
TT Rockstars	Maths Circle
Spelling Shed	Spelling Shed
Learning by Questions - maths	LBQ

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?	
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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.