

Pupil premium Strategy Statement: The Featherstone Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Featherstone Academy
Number of pupils in school	536
Proportion (%) of pupil premium eligible pupils	42.1% (226 Students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Diana Townshend Principal
Pupil premium lead	Kenwyn Paddy
Governor / Trustee lead	Hannah Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,342
Recovery premium funding allocation this academic year	£ 50,266
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.	£ 248,608

Part A: Pupil premium strategy plan

Statement of intent

The Featherstone Academy is committed to investing funding from the Pupil Premium and The Recovery Premium Grant to provide opportunities for all students to achieve their full potential.

The **Pupil Premium** is spent in an integrated and targeted way, to ensure that students receive the opportunity for additional support and access to learning opportunities. We have chosen a classroom approach and intervention strategies which research has shown works. The progress of students in receipt of this funding is monitored throughout the year at each assessment point and the strategies are monitored and reviewed for their effectiveness.

The Sutton Trust research indicates that effective support comes from quality first teaching, improving feedback (a whole school focus), reduced class size, early intervention and extending the breadth of the curriculum.

Parents will know the progress that their child is making through regular reports and Parents' Evenings. The needs analysis for the Pupil Premium is an ongoing process throughout a student's education at The Featherstone Academy, which includes:

- Transition into the school
- Following the publication of school report data
- During Pastoral Education Plan meetings for 'Children Looked After'
- As part of a review of any other plan or provision.
- Results analysis
- Analysis of attendance and behaviour.

Furthermore, circumstances for individual students may change, meaning that a needs analysis results in some students becoming eligible for additional support.

What We Believe In

At Featherstone Academy, we believe in narrowing the educational attainment gap.

- We believe that it is a priority to unlock the potential of those students entitled to the Pupil Premium and Free School Meals and so narrow any gap between those entitled to this support, and their peers.
- We use performance data to identify gaps. Therefore, we seek to identify students at risk of underperforming and challenge those whose progress needs to accelerate.
- We aim to intervene effectively, track progress and change approach where necessary.
- We aim to listen to students and engage them in dialogue regarding their attitudes to learning.
- We aim to develop effective ways of engaging both students and their parents/carers.
- Crucially we do not accept excuses and seek to evaluate, celebrate and share success.
- We communicate the vision of narrowing the gap and provide the drive and commitment necessary to motivate.

- We should maintain a consistent focus on the key underachieving group of PP/FSM students.
- We have a robust tracking system that provides regular, accurate feedback on the progress of students that helps to shape provision
- We advocate the development of a Growth Mindset, rewarding hard work and resilience. We strongly believe that any student can succeed.

At The Featherstone Academy, we have implemented a range of strategies which support the students who qualify for pupil premium. No single intervention provides a complete solution to the complex educational needs of any school, and therefore our strategies are as individual as our students are. Our overarching aim is to close the gap in achievement between those students who are eligible for FSM, LAC and Services Children and those who are not.

The following examples outline just some of these ways we have committed our pupil premium to try and achieve our goals:

- Provision of daily contact with form tutors who build relationships with members of their form.
- A specialist SEN department who provides support for students with particular educational needs with a full-time staffed area for identified students to access support
- A dedicated member of the pastoral team who supports and nurtures, including vulnerable students.
- A pastoral member of staff dedicated to LAC.
- A Pastoral Manager who supports our most challenging students.
- 1:1 support and intervention for students who require it.
- Small group intervention and support for all students who require it, including a comprehensive intervention strategy during holidays and after school for examination groups with particular focus on small groups for Pupil Premium students.
- A curriculum under constant review which is designed to offer maximum flexibility to meet the needs of individuals.
- A broad and varied enrichment programme that offers outside of the classroom opportunities, and opportunities through Applied Resilience
- Constant staff development and training to ensure that all staff in school are able to provide for each student.
- Providing revision materials to KS4 students.
- Dedicated Primary Schol Teacher to address literacy and numeracy where there are significant gaps on entry to the academy
- Trips
 - Leadership from a designated member of the senior team.
 - ELSA trained staff leading interventions
 - Free breakfast every day
 - Use of ImpactEd to explore attendance of PP students and increase sense belonging as a result of findings through rewards, events and targeted intervention.
- Uniform provided where a need is identified

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Students who are in receipt of Pupil Premium funding have arrived in Year 7 already behind their non-Pupil Premium counterparts in Reading average reading age 97 months a difference of 5 months, Spelling (31-month difference), and Quantitative (Cat Score difference of 8.6) aspects of learning.</i></p> <p>Of those identified as requiring phonics support 56% of the year 7 cohort are in receipt of Pupil Premium funding and 71% of year 8.</p>
2	Students who are in receipt of Pupil Premium funding make similar progress in their studies to other students in receipt of Pupil Premium funding nationally.
3	Students who are in receipt of Pupil Premium funding, over the last four years, have had a larger percentage of exclusions and isolations than students who are not in receipt of Pupil Premium funding.
4	Students who are in receipt of Pupil Premium funding, over the last four years at Featherstone have a lower overall attendance (87.5%) than the average attendance (91.7%) however this is 2.2% above national data for PP students
5	Students who are in receipt of Pupil Premium are more often in need of IT support – either in the way of computers to complete work, or dongles to ensure internet access is secure.
6.	Students who are in receipt of Pupil Premium achieve headline figures below their non-PP peers, with a gap of 13% for a strong pass English and Maths.
7	Students who are in receipt of Pupil Premium are more likely to be hungry and in need of uniform support.

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
<i>Students who are in Year 7 who have lower than average, and lower than age- related reading ages, will be able to access the curriculum with their peers.</i>	Reading ages will demonstrate a greater-than-chronological improvement over time, and students will be better able to access the curriculum.

<i>Students who have been identified as operating below expected standards in KS2 numeracy have gaps assessed and met through intervention</i>	Students' readiness for a secondary maths curriculum is evident and the identified gaps are remedied
<i>Students who are in Year 11 will be able to access and engage with the school's intervention and revision programme.</i>	Year 11 Pupil Premium outcomes will continue to remain close to/no gap to Featherstone's overall progress figure.
<i>Students who are in receipt of Pupil Premium will work with behaviour support workers and the pastoral team year to reduce incidences of exclusions and isolations.</i>	The number of Pupil Premium students who are excluded or in isolation will be reduced.
<i>Students who are in receipt of Pupil Premium will be able to engage with schoolwork at home, ensuring homework and revision is done in a timely fashion. For those where this is a challenge a homework space will be provided</i>	A reduction of Homework comments for pupils, as well as an increase overall for outcomes.
<i>PP students' attendance figures increases</i>	PP students' attendance figures above national.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Worker ELSA trained	Increased anxiety and some school attendance issues	3, 4
Pastoral Support X2	Increased anxiety and some school attendance issues identified post Covid. Increased workload for Pastoral Team as a result of Post Covid changes and SEMH needs. Identified cohort of students.	3, 4
IT support tools - Broadband upgrade - Laptops	Significant disruption to learning ongoing due long-term effects of the pandemic – particularly around attendance and home learning. Technology upgrade to support virtual platform for students and	1,2,3,4,5

	colleagues Enabled access to lessons for all.	
Increase in Educational Psychologist time	Due to increase in need post pandemic, we are seeing an increasingly high need for professional assessment of students	2,3,4,5,6
Employment of a Primary school teacher for intervention in literacy and numeracy	Increase in high need particularly amongst PP students on entry into secondary. Foundation course needed in order for some students to be secondary ready.	1,2,3 6

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

Budgeted cost: £85,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Plus reading scheme	Identified low reading ages in Years 7 and 8 due to CATs and NGRT reading tests.	1
Training for staff for specialised reading strategies. (Reading Plus and Miskin Phonics)	Identified cohorts of students improve their basic reading skills	1
Access to technology	Lack of access to technology has been a barrier for many disadvantaged children. Building a small stock of additional devices available to students with identified needs. Furthermore, identifying access times outside of school hours when students can use the IT facilities for further study	2,3,5
Rewards/incentives	To boost attendance & motivation during scheduled intervention sessions. Create a sense of belonging	2,3,5
Progress Championship & Revision Programme	To support pupils – especially pupil premium pupils – in engaging in school and taking up the support on offer for revision.	2

Revision books & Materials	Providing additional books and educational resources to students which will engage students in a range of subjects. These are digital and physical	2, 5
Intervention Sessions (Including Holidays & Saturdays)	Providing time and space outside school hours to support specific interventions and masterclasses.	1,2,3,4,5
Homework club in KS3	Consolidation of key concepts through support with homework	1,2,3,4,5
KS4 Prep	Two-hour private study time for identified students. Supporting learning out of school time.	1,2,3,4,5
SLT teaching key groups	Experienced SLT staff are placed on key groups to accelerate progress.	2, 5

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

Budgeted cost: £63,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Advice & Guidance	Pupils have access to Start Profile which enables them to gain insight to local market information, universities, and careers. SLT run a Next Steps evening with local post 16 providers Trips and visits to providers and careers events.	2, 5
Rewards for Attendance, Engagement	We are reinforcing to all pupils that being in school comes with rewards both in terms of their progress and physical rewards. Initiatives at certain times of the year are planned.	4
Year 7 Resilience Camp UK	We strive to ensure that all students who attend Featherstone are offered opportunities to build their team-working skills, to develop their resilience, and to become adept at trying new things. Our Resilience camp offer all three – and allow our students to gain a broader experience than they would have had without these opportunities.	1

Support for educational visits	We endeavour to provide a range of experiences which allow our students to gain a broader experience.	1
Aspiration	One of the key factors for our students in their post-16 choices is whether or not they want to attend university. Furthermore, students will explore a range of careers	2
Breakfast and uniform	In order to ensure that food is not a barrier to accessing education, we provide free breakfasts to all students. We also provide uniform where there is identified need.	4,7

Total budgeted cost: £ 209,530

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 2023 to 2024 academic year.

The attendance for PP students demonstrated impact over time when compared to national figures for PP students. In year 11 PP students at Featherstone attended 1.4% higher than PP pupils nationally, and in Year 10 this figure was higher with Featherstone students having 1.7% higher attendance than PP students in year 110 nationally. This demonstrates that over time students' attendance improves.

PP gained 41% 4+ Eng/Ma (gap 21%) and 34% 5+Eng/Ma (gap 17%) with 41% gaining a strong pass in English (a gap of 12% compared to their non-disadvantaged counterparts.)

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

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

