

# Pupil premium strategy statement – Featherstone Primary Academy

This statement details our school's use of pupil 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
School name	Featherstone Academy
Number of pupils in school	208 (primary age)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Steatham
Pupil premium lead	Kate Steatham
Governor / Trustee lead	Charlie Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,759.06
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,759.06

## Part A: Pupil premium strategy plan

### Statement of intent

At Featherstone Academy we strive to ensure all opportunities for disadvantaged pupils are at least equal to their non-disadvantaged peers. We believe that treating all children the same is not the definition of fairness, but treating children uniquely, depending on their unique background is. With 71 children this year identified as disadvantaged, we are able to drill down to the specific barriers that each individual child faces as opposed to making generalisations to the barriers faced by disadvantaged children. We aim to:

- Improve staff knowledge and understanding of how to overcome barriers on an individual level through high quality CPD.
- CPD is always focused on improving quality first teaching.
- Improve attendance and attitudes towards schooling and ensuring cultural capital is improved for all.
- Improve staff understanding of children within their care through the use of Pupil Premium Class Profiles.
- Improve staff understanding of behavioural difficulties associated with being disadvantaged and how better to support those pupils.
- Ensure our disadvantaged pupils have opportunities to access a wide range of curricular and extracurricular experiences, broadening their aspirations, social interactions with peers, increasing a positive attitude to learning whilst investing in their Cultural Capital.
- Use evidence-based research to direct our thinking towards our Pupil Premium plan.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment gap between disadvantaged and non-disadvantaged pupils in Maths</b></p> <p>Data analysis indicates gaps between disadvantaged and non-disadvantaged pupils at two assessment points.</p> <p>At the Year 4 MTC, the number of pupils achieving full marks: 25% disadvantaged compared to 46% dis-advantaged.</p> <p>At the end of Key Stage 2 assessments: 73% disadvantaged pupils achieved the expected standard compared to 80% non-disadvantaged. 9% disadvantaged pupils achieved the greater depth standard compared to 33% non-disadvantaged.</p>
2	<p><b>Communication and Language - Oracy</b></p> <p>Children enter school with low early communication and language skills. This underdeveloped oracy impacts on pupils' ability to access learning as well as the ability to articulate their thoughts and understanding.</p>
3	<p><b>Attendance and lateness</b></p> <p>The attendance of disadvantaged pupils is lower than non-disadvantaged pupils.</p> <p>2024-2025 school attendance shows: Statutory school age, all pupils: 95.6% Statutory school age, disadvantaged pupils: 94% Statutory school age, non-disadvantaged pupils: 96.6%</p> <p>Persistently absent, all pupils: 9.9% Persistently absent, disadvantaged pupils: 20% Persistently absent, non-disadvantaged pupils: 4%</p> <p>Attendance difference of -2.6% Persistent absence difference of -16%</p>
4	<p><b>Cultural Capital</b></p> <p>Monitoring of pupil engagement highlights that disadvantaged learners may often have fewer opportunities to access cultural capital, which is vital for raising aspirations and building confidence. A structured strategy to ensure these pupils are deliberately included in a wider range of enriching experiences will embed equity into our provision.</p>
5	<p><b>Vulnerable pupils and SEMH needs.</b></p> <p>Vulnerable pupils and families experience complex safeguarding concerns and Social, emotional, and mental health (SEMH) difficulties. These challenges can impact not only the individual pupils negatively, but others around them. This impacts wellbeing, and in turn their ability to achieve within school.</p>

## 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
<p>1) To close the attainment gap between disadvantaged and non-disadvantaged pupils in Maths</p>	<p>Disadvantaged pupils will be provided with support to both enable and extend their learning within Maths.</p> <p>For assessment at key points to show that that gap between disadvantaged and non-disadvantaged pupils in Maths will have been reduced. This may be evidenced in EYFS GLD, End of KS1 Assessments, Year 4 MTC and End of KS2 Assessments.</p>
<p>2) To develop the Communication and Language skill of pupils through an implemented Oracy scheme.</p> <p>To ensure that pupils with particular or more individual SALT needs are identified early and that personal interventions are put in place to target.</p>	<p>A progressive Oracy curriculum will be in place to ensure pupils are exposed to high level vocabulary throughout the curriculum that they may not be exposed to otherwise.</p> <p>All pupils entering Reception will be assessed using Time to Talk and pupils identified needing extra support to received intervention.</p> <p>Pupils who are under Speech and Language Therapy service to receive additional SALT intervention.</p>
<p>3) To diminish the attendance and lateness gap between disadvantaged and non-disadvantaged pupils.</p>	<p>The attendance gap between disadvantage and non-disadvantaged pupils will close.</p> <p>Disadvantaged pupils' attendance will increase.</p> <p>Persistence absence among disadvantaged pupils will decrease.</p>
<p>4) To ensure that disadvantaged pupils have a wider whole school experience, intentional opportunities will be planned into the school calendar for these pupils to increase their Cultural Capital.</p>	<p>Disadvantaged pupils will be represented in all aspects of school life that extend past the National Curriculum These broadened experiences beyond the classroom will include extra-curricular clubs, educational visits, leadership opportunities, guest speakers and workshops, access to rich texts and literature, art and music, STEM enrichment, increased family and community engagement, funding access and many more.</p>
<p>5) To ensure that pupils affected by complex safeguarding concerns and SEMH difficulties receive timely, effective support to improve their wellbeing and engagement in learning.</p>	<p>Disadvantaged pupils with SEMH need to received support in school for them to access their learning.</p> <p>Disadvantaged pupils with SEMH to receive guidance in using a range of strategies to support their own SEMH.</p> <p>ELSA trained staff member to deliver SEMH support to pupils by implementing targeted interventions, strengthening emotional literacy provision, and monitoring impact through attendance, behaviour, and attainment data.</p> <p>Whole staff CPD into developing a skill set of how to better support pupils with behavioural needs in their classrooms.</p> <p>Supporting families of pupils with SEMH needs to access services/support.</p>

## 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: £29,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff to ensure Quality First Teaching is taking place in every classroom.</p>	<p>The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p><a href="#">Collaborative learning approaches   EEF</a> - <i>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</i></p> <p><a href="#">Feedback   EEF</a> - <i>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback appears to have slightly greater effects for primary school age pupils (+7 months)</i></p> <p><a href="#">Mastery learning   EEF</a> - <i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p> <p><a href="#">Reading comprehension strategies   EEF</a> - <i>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</i></p> <p><a href="#">Phonics   EEF</a> - <i>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</i></p>	<p>1, 2</p>
<p>Oracy project in school to make the most of spoken language and verbal interaction for learning.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be an effective</p>	<p>1, 2, 5</p>

	<p>approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p> <p><a href="#">Oral language interventions   EEF</a> - <i>The average impact of +6 months' progress is based mainly on pupils' scores in tests of reading comprehension.</i></p>	
<p>Staff CPD in the importance of Communication and Language in the Early Years.</p>	<p>Evidence consistently shows when educators use communication and language approaches, they benefit young children's development.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Teaching and modelling vocabulary</li> <li>• Teaching and modelling language</li> <li>• Interactive reading</li> <li>• Teaching through collaborative talk</li> <li>• Teaching and modelling social communication skills</li> </ul> <p><a href="#">EEF   Communication and Language</a> <i>The EEF's Early Years Toolkit estimates that communication and language approaches can, on average, provide seven months of additional progress.</i></p>	1, 2, 5
<p>CPD for staff on the delivery of high quality feedback through 1-1/small conference.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="#">Feedback   EEF</a> - <i>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback appears to have slightly greater effects for primary school age pupils (+7 months)</i></p>	1

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

Budgeted cost: £70,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD in Time to Talk – screening and intervention tool for early language in EYFS.</p>	<p>Evidence consistently shows when educators use communication and language approaches, they benefit young children’s development.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Teaching and modelling vocabulary</li> <li>• Teaching and modelling language</li> <li>• Interactive reading</li> <li>• Teaching through collaborative talk</li> <li>• Teaching and modelling social communication skills</li> </ul> <p><a href="#">EEF   Communication and Language</a> <i>The EEF’s Early Years Toolkit estimates that communication and language approaches can, on average, provide seven months of additional progress.</i></p>	<p>2</p>
<p>Support from and Educational Psychologist to support disadvantaged pupils and recommendations of support provided to class teachers.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	<p>1, 2, 5</p>
<p>ELSA – emotional literacy support training for lead staff member</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</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><a href="#">Social and emotional learning   EEF</a></p>	<p>1, 5</p>

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

Budgeted cost: £23,306.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment into support from an Education Welfare Officer to support with attendance.	DfE's: <a href="#">Working together to improve school attendance - GOV.UK</a> The guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence, including those pupils who are disadvantaged.	3
Continue investment into our Forest School area to engage pupils in collaborative learning.	Forest School offers regular outdoor, play-based learning that builds confidence, social skills, and resilience. It supports disadvantaged pupils through inclusive, hands-on activities that reduce barriers found in traditional classrooms. <a href="#">EEF: Social and Emotional Learning Collaborative learning approaches   EEF</a>	4, 5
Subsidise extra-curricular activities, trips and experiences.	Studies by the <a href="#">Sutton Trust</a> indicate that disadvantaged students benefit significantly from enrichment activities, with some evidence showing they achieve better results when they can participate in school trips.	1, 3, 4, 5

**Total budgeted cost: £112,759.06**

## 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 2024 to 2025 academic year.

#### **Intended outcome 1 - To improve outcomes in phonics for disadvantaged pupils**

Significant, targeted work has been implemented to ensure that disadvantaged pupil received additional support to improve their phonic ability.

The attainment gap between disadvantage and non-disadvantaged pupils within phonics this academic year was closed in Year 1, with disadvantaged pupils outperforming non-disadvantaged pupils. 100% of disadvantaged pupil passed their Phonics Screening Check, compared to 90% of non-disadvantaged pupils.

#### **Intended outcome 2 - To improve outcomes for disadvantaged pupils who enter school with low early communication, speech and language skills.**

Within Early Years, a language rich environment with a focus on high quality interactions to support communication and listening skills, has been a focus to improve outcomes for disadvantage pupil with lower early communication, speech and language skills.

70% of disadvantaged learners achieved ELGs in all areas of Communication and Language at the end of Reception.

Time to Talk screening is used on entry to identify early pupils who require additional intervention to support their speech and language needs.

Speech and Language targets which are set by therapists from the local authority are worked upon within the school day and planned into intentional opportunities to further support learners with communication and language difficulties.

#### **Intended outcome 3 - To diminish the attendance and lateness gap between disadvantaged and non-disadvantaged pupils.**

During the 2024-2025 academic year, substantial work was completed to target the attendance and lateness gap between disadvantaged and non-disadvantaged pupils. Working closely with an EWO, regular and open dialogues with parents, rewards and incentives on a whole school, and individual targeted level, has led to a raise in whole school attendance and that of disadvantaged learners, as well as a drop in persistence absence.

Attendance (statutory age):

23/24 – 94.6%

24/25 – 95.6% (+1%)

Persistent Absence:

23/24 – 13.9%

24/25 – 10% (-3.9%)

Disadvantaged Pupil Attendance:

23/24 – 92.1%

24/25 – 94% (+1.9%)

Disadvantaged Persistent Absence:

23/24 – 26%

24/25 – 20% (-6%)

**Intended outcome 4 - To lessen the gap of attainment between disadvantaged and non-disadvantaged pupils across the curriculum.**

End of year summary of assessments show that the attainment gap between disadvantaged and non-disadvantaged pupils was reduced, with the majority of the curriculum areas for disadvantaged pupils being broadly in line, or in some instances above, their dis-advantaged peers.

**End of KS2 SATs:**

**Maths:** EXS 73% (Dis) 80% (Non-Dis) -7%

GDS 9% (Dis) 33% (Non-Dis) -24%

**Reading:** EXS 73% (Dis) 73% (Non-Dis) =

GDS 45% (Dis) 60% (Non-Dis) -15%

**Writing:** EXS 73% (Dis) 73% (Non-Dis) =

GDS 9% (Dis) 20% (Non-Dis) -11%

**RWM Combined:** EXS 64% (Dis) 73% (Non-Dis) -9%

GDS 9% (Dis) 20% (Non-Dis) -11%

**GPS:** EXS 91% (Dis) 73% (Non-Dis) +18%

GDS 45% (Dis) 47% (Non-Dis) -2%

**Y4 MTC Full Marks:** 25% (Dis) 46% (Non-Dis) -21%

**End of KS1 Teacher Assessments:**

**Maths:** EXS 40% (Dis) 14% (Non-Dis) +26%

GDS 10% (Dis) 10% (Non-Dis) =

**Reading:** EXS 70% (Dis) 17% (Non-Dis) +53%

GDS 10% (Dis) 10% (Non-Dis) =

**Writing:** EXS 40% (Dis) 80% (Non-Dis) -40%

GDS 0% (Dis) 15% (Non-Dis) -15%

**Year 1 Phonics pass:** 100% (Dis) 90% (Non-Dis) +10%

**EYFS ELGs All Expected:** 70% (Dis) 80% (Non-Dis) -10%

**Intended outcome 5 – To support disadvantaged pupils with SEMH needs in order to break down barriers to learning for themselves and of others around them.**

The academic year opened with whole-staff CPD focused on inclusive strategies. This training equipped staff to implement consistent approaches across the school. Alongside this, an Emotional Literacy Support Assistant (ELSA) was trained to provide targeted, individualised support for pupils with identified needs. Internal and external monitoring evidence shows that behaviour across the school is very good, with low levels of incidents. Pupils who require longer-term programmes of support can access these, while there is also capacity for immediate, short-term interventions when needed.

## 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
ELSA – Emotional Literacy Support Assistant	ELSA Support – Staffordshire EP Service.
EPATT – EP Literacy Approach	Staffordshire EP Service / Staffordshire County Council

## 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

## 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.*