

# Pupil premium strategy statement – Featherstone Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	413 (Autumn 2022)
Proportion (%) of pupil premium eligible pupils	42.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3-year plan (2021 to 2024)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr. E. Gaibee
Pupil premium lead	Mr. N. Douglas
Governor / Trustee lead	Dr. C. Foster

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,835
Recovery premium funding allocation this academic year	£24,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£72,524
<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	£333,429

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Strategy Plan of Featherstone Primary School aims to ensure that children who are disadvantaged, due to household income, personal circumstances, or those whom we identify as so (i.e. children with a social worker; young carers), still fully participate in the world-class education that we offer. Our plan aims to break down any academic, social or wellbeing barriers facing children so that they can thrive whilst at Featherstone Primary School and be fully prepared for the next stage of their education.

Featherstone Primary School utilises the Pupil Premium Grant and Recovery Premium Grant to ensure that disadvantaged pupils:

- Attend school regularly and consistently, at least in-line with National Averages.
- Receive the highest quality levels of teaching and learning from skilled staff with up-to-date training.
- Have access to a wide range of appropriate resources, including ICT equipment, to help them in their schooling and remote learning, where needed.
- Are very-well supported, mentally, academically and socially. We aim to rapidly close any identified gaps in learning as well as ensure children are mentally happy and healthy.
- Receive specialised support where identified; for example, speech and language.

The Pupil Premium Strategy Plan at Featherstone Primary School works towards achieving these five objectives by:

- Carefully monitoring attendance and punctuality so that attendance is at least in-line with national data. We aim to reduce any pupil's persistent absences, and support and work with parents so that attendance in school rapidly improves. We celebrate and promote good attendance through our 'Attendance Shop' and work with parents in a supportive manner where we have attendance and punctuality concerns.
- Train, coach and mentor our teachers and teaching assistants to ensure that their practice and pedagogy is best-suited to the needs of the children, so that they can make good or better progress. By using the Recovery Premium, teachers to lead on the tutoring programme thus impacting on closing the gaps.
- Purchasing high-quality resources in-line with subject action plans and the school development plan, and evaluating the impact of these resources.
- Implementing robust practices to ensure that children who may fall behind in their learning are very well-supported.
- Working with Place2Be, a national mental health and emotional wellbeing charity, giving children rapid access to mental health and emotional wellbeing support if/when they require it.

- Tracking the progress of each and every disadvantaged pupil, evaluating the impact of the support that they have been given to ensure it is suited to their needs and money well-spent.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic progress and attainment:</b> Internal school monitoring/analysis of data and assessments/moderation shows that non-Pupil Premium children have outperformed Pupil Premium children in:</p> <ul style="list-style-type: none"> <li>• Y2 Phonics Screening Re-Take (70% PP; 81% non-PP).</li> <li>• End of Key Stage One data is significantly lower than previous years (cohort as a whole: 46% ARE Reading; 47% ARE Writing; 52% ARE Maths; 39% Combined RWM).</li> <li>• Y4 Multiplication Check (17.83 average score PP; 22.74 average score non-PP).</li> <li>• Y6 End of Key Stage Two data: non-PP outperformed PP in Reading (-12.3% difference); Writing (-22.4% difference); Maths (-8.1%).</li> </ul>
2	<p><b>Speech and language development:</b> Internal school monitoring/analysis of data and assessments/conversations with teaching and support staff strongly indicate that children enter Featherstone School with very low literacy levels which has a negative effect on their speech and language development, especially in Early Years and Key Stage One.</p>
3	<p><b>Mental health and emotional wellbeing:</b> Following the COVID-19 pandemic, Place2Be continues to be a staple service that we offer for mental health and emotional wellbeing. Weekly Place2Be meetings and internal school tracking demonstrate the continued need for this service.</p>
4	<p><b>Families accessing the right support:</b> Knowledge of our families and discussions from weekly DSL supervision meetings highlight the importance of named and trusted DSLs being the first point of contact for families. Staff are well-placed to be the first point of Early Help for families.</p>
5	<p><b>Deprivation:</b> Knowledge of our families and discussions from weekly DSL supervision meetings demonstrates that some of Featherstone's families struggle financially.</p>
6	<p><b>Attendance:</b> Internal school monitoring/analysis of data shows that, despite being above national averages, non-Pupil premium children have better attendance than Pupil Premium children:</p> <ul style="list-style-type: none"> <li>• 93.2% (PP) compared to 94.48% (all).</li> <li>• All families who were prosecuted in 2021 – 2022, were families entitled to the PP Grant.</li> </ul>

## 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
Identify disadvantaged pupils falling behind and plan for support so that the gap between PP and non-PP is minimised.	The use of coaching, monitoring of learning, pupil progress meetings, and weekly year group meetings to identify key priorities in pupils learning, curriculum and next steps. This will be for all year groups.
Monitoring the quality of teaching and learning in all year groups so that PP children are not falling behind. Where pupils are falling behind, plan for intervention and good quality first teaching.	Monitor teaching and learning so that pupils are not falling behind. Pupils who need the support are quickly identified and support/intervention is put in place. Regular checks are carried out (Books, Lesson walks and Progress meeting).
Develop quality first teaching through team teaching and peer coaching.	<p>Further develop the use of the assessment tracker for each year group to identify pupils who are falling behind and plan next steps so that outcomes are inline with ARE.</p> <p>Utilise internal assessment tracker for EYFS pupils following Baseline Assessment and plan for support in identified areas of learning.</p> <p>Use the rapid intervention, 5-day, 10-day and 20-day challenges are systematic and have a clear impact on children's learning.</p>
Attainment in key areas/subjects will increase year-on-year	<p>By Summer 2023 (the end of this PP Strategy), PP children's gaps will have closed so that:</p> <ul style="list-style-type: none"> <li>• 75% of PP children will have passed the Y2 Phonics Screening Re-Take</li> <li>• Internal Y3 data will be, as a minimum:               <ul style="list-style-type: none"> <li>○ 51% ARE Reading</li> <li>○ 52% ARE Writing</li> <li>○ 57% ARE Maths</li> </ul> </li> <li>• PP children will have an average score of at least 19-20 in the Y4 Multiplication Check</li> </ul> <p>By Summer 2024 (the end of this PP Strategy), PP children's gaps will have closed further so that:</p> <ul style="list-style-type: none"> <li>• The number of re-takes for the Y2 Phonics check will have decreased from previous years, due to more children passing in Y1 first time.</li> <li>• Internal Y4 data will be, as a minimum:               <ul style="list-style-type: none"> <li>○ 56% ARE Reading</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 57% ARE Writing</li> <li>○ 62% ARE Maths</li> <li>● PP children will have an average score of at least 20-21 in the Y4 Multiplication Check</li> </ul>
Support and develop children's language and communication in Reception/KS1 through structured speech and language support.	<p>Number of EYFS children who are on 'Green Stage' by the end of EYFS increases.</p> <p>Number of Year 1 children who are on 'Blue Stage' by the end of Y1 increases.</p> <p>Number of Y2 children passing their phonics screening increases.</p> <p>Children make good progress from their starting points.</p> <p>Children in EYFS are well supported through Welcomm Speech and Language Programme and also Soundswell.</p>
Provide mental and emotional wellbeing and support / family support for PP pupils to support them in their learning and coping strategies through Place2Be's services.	<p>Children have access to speak openly about any concerns or worries that affect their mental health and emotional wellbeing in school and at home.</p> <p>Children are emotionally resilient to the challenges of post-pandemic; rapid support put in place from Place2Be where identified (child-specific/class workshops).</p> <p>School to analyse Place2Be data to review and plan further support children.</p>
Provide individualised early help/family support for those identified families.	DSLs to be the first point of contact for early help/family support. Each DSL to manage their own families so that the family has one point of contact who oversees their support.
Contribute in helping to relieve local deprivation issues.	Children are provided with a free breakfast snack each morning break time. This will help children able to concentrate and focus in class.
Attendance of Pupil Premium children will increase.	<p>Attendance of Pupil Premium children will remain above national averages and will be at least:</p> <ul style="list-style-type: none"> <li>● 94% by Summer 2023</li> <li>● 95% by Summer 2024</li> </ul>

## 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: £21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L Curriculum resources	Children must have access to a wide range of quality curriculum resources, that they can use at home and at school, in order to facilitate learning across the curriculum.	1
CPD	<p><a href="#">The Education Policy Institute</a> found that High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions.</p> <p>Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers.</p>	1

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

Budgeted cost: £170,491

Activity	Evidence that supports this approach	Challenge number(s) addressed
Soundswell	<p>The <a href="#">Education Endowment Foundation</a> found that, on average, speech and language approaches have a high impact on pupil outcomes with 6 months of additional progress (7 months for Early Years children), esp. when staff receive quality training.</p> <p>Oral/speech and language interventions are most effective when they occur regularly.</p>	1 and 2
Additional teacher in Y3 based on analysis of their Y2 outcomes	<p>The <a href="#">Education Endowment Foundation</a> found that, feedback has very high impact for very low cost based on extensive evidence. An additional teacher in Y3 pre-tutoring the children and taking focus groups in small groups, will increase the amount and quality of immediate verbal and written feedback that the children receive; gaps will close and misconceptions will be pre-empted.</p> <p>The <a href="#">Education Endowment Foundation</a> also found that a focus on oral language has a very high impact for very low cost based on extensive evidence. An additional teacher in Y3 pre-tutoring the children and taking focus groups in small groups, will increase the amount of speaking and listening the children do therefore having an impact on language development. Spoken language activities will be matched to learners' current stage of development, so that it extends their learning and connects with the objectives being focused on.</p> <p>In addition, the <a href="#">Education Endowment Foundation</a> also say that small group tuition has a moderate impact for low cost based on moderate evidence. It was found that small group tuition has an average impact of four months' additional progress over the course of a year when it is targeted at pupils' specific needs. An additional teacher in Y3 will facilitate this.</p>	1 and 2

PP Staffing (Teaching Assistants)	<p>The <a href="#">Education Endowment Foundation</a> found that, on average, teaching assistant interventions can provide a large, positive impact on learners' progress. However, it is how they are deployed that is key to the success.</p> <p>Teaching assistant impact is at its highest when there is targeted deployment to key groups or individuals and, in addition, where the TAs are well-trained with up-to-date CPD.</p> <p><a href="#">Other findings from the Education Endowment Foundation</a> demonstrate that small group tuition can also have a positive impact (+4 months) on learners' progression.</p> <p>Additional staffing also means that additional, <a href="#">quality feedback</a> can occur, which has a very high impact for a very small cost.</p>	1 and 2
--------------------------------------	---	---------

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

**Budgeted cost: £69,675.06**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be	<p>Over the past four years, we as a school have collected much in-house Place2Be data to demonstrate the profound positive impact that it has in school:</p> <ul style="list-style-type: none"> <li>• Academic year <b>2017 – 2018</b>, Place2Be facilitated:               <ul style="list-style-type: none"> <li>○ 167 individual pupil sessions</li> <li>○ 252 group pupil sessions</li> <li>○ 471 clinical counselling sessions for pupils</li> <li>○ 108 parent sessions</li> <li>○ 80 staff sessions</li> </ul> </li> </ul> <p>This calculates to approximately <b>£46.38</b> per session.</p> <ul style="list-style-type: none"> <li>• Academic year <b>2018 – 2019</b>, Place2Be facilitated:               <ul style="list-style-type: none"> <li>○ 179 individual pupil sessions</li> <li>○ 261 group pupil sessions</li> <li>○ 701 clinical counselling sessions for pupils</li> <li>○ 137 parent sessions</li> </ul> </li> </ul>	3 and 4, which then impacts on 1



	<ul style="list-style-type: none"> <li>○ 180 staff sessions</li> </ul> <p>This calculates to approximately <b>£34.29</b> per session.</p> <ul style="list-style-type: none"> <li>● Academic year <b>2019 – 2020</b>, Place2Be facilitated: <ul style="list-style-type: none"> <li>○ 184 individual pupil sessions</li> <li>○ 291 group pupil sessions</li> <li>○ 507 clinical counselling sessions for pupils</li> <li>○ 131 parent sessions</li> <li>○ 243 staff sessions</li> </ul> </li> </ul> <p>This calculates to approximately <b>£36.87</b> per session.</p> <ul style="list-style-type: none"> <li>● Academic year <b>2020 – 2021</b>, Place2Be facilitated: <ul style="list-style-type: none"> <li>○ 268 individual pupil sessions</li> <li>○ 254 group pupil sessions</li> <li>○ 395 clinical counselling sessions for pupils</li> <li>○ 216 parent sessions</li> <li>○ 322 staff sessions</li> </ul> </li> </ul> <p>This calculates to approximately <b>£34.36</b> per session.</p> <ul style="list-style-type: none"> <li>● Academic year <b>2021 – 2022*</b>, Place2Be facilitated: <ul style="list-style-type: none"> <li>○ 254 individual pupil sessions</li> <li>○ 206 group pupil sessions</li> <li>○ 214 clinical counselling sessions for pupils</li> <li>○ 121 parent sessions</li> <li>○ 133 staff sessions</li> </ul> </li> </ul> <p>This calculates to approximately <b>£55.08</b> per session.</p> <p>*NB: There was a 2-month in-year stall to the Place2Be service when the Place2Be employee left school and a replacement needed to be found.</p> <p><a href="#">A Pro Bono Economics Report</a> (June 2022) from Place2Be demonstrated the excellent value for money from the service:</p> <ul style="list-style-type: none"> <li>○ For every £1 spent, Place2Be's one-to-one counselling service generates economic benefits of around £8.</li> <li>○ Place2Be's counselling service generates economic benefits of around £8,700 per child.</li> </ul>	
--	--	--

	<ul style="list-style-type: none"> <li>○ Each year, the service generates economic benefits of around £36 million.</li> <li>○ This Pro Bono report demonstrated even bigger impact than the previous one from a few years ago.</li> </ul> <p><a href="#">More impact evidence here.</a></p>	
Deprivation Funding / Support		
Breakfast	<p>The COVID-19 pandemic saw an approximate increase of 25% of our pupils become eligible for the Pupil Premium Grant. Many of our families accessed the COVID-19 resilience/hardship fund during this time.</p> <p>By providing milk and toast for our children, we know that we are providing a small contribution to help tackle local deprivation, by providing children with a snack and calcium for bone development.</p>	5
Extra-curricular activities	<p>Families on low income/unable to pay for children's extra-curricular learning. By providing allocated free places to disadvantaged children, allows for them to receive experiences outside of school that they may not have. This will support our curriculum intent. Outcomes of this will be to enhance children's opportunities and for the children to learn from these.</p> <p>Examples: Residential trips, day visits.</p>	5
Uniform funding	<p>To support low income families, families are supported with the purchasing of school uniform.</p> <p>Examples: newly-arrived families from abroad (settlement programme), Year 6 blazers.</p>	5
Attendance	<p>To support good attendance of Pupil Premium families, buy into 'CSAWS' (Central School Attendance and Welfare Service Ltd) to support Pupil Premium attendance being at least in-line with non-Pupil Premium figures, and above national averages.</p> <p>Examples: Family liaison, attendance/punctuality action plans, home visits, Early Help assistance, legal advice.</p>	6

**Total budgeted cost: £261,166.06**

## 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 2020 to 2021 academic year.

**Increase the number of Pupil Premium children who achieve ARE at the end of the year and close gaps in learning (esp. post-COVID-19):** Target carried over due to national lock-down and bubble closures. Staff have been very well supported in identifying the gaps in the learning in order to set starting points for the curriculum subjects. INSETs and CPD to continue to further help this.

**Support and develop children's language and communication in Reception/KS1 through structured speech and language support:** Increased the amount of sessions working with Soundswell to 19 per year (once per fortnight) and training of Featherstone staff to support children's speech and language. Children's speech and language needs on entry to Reception is high and so this target was carried over.

**Develop quality first teaching through team teaching and peer coaching:** All teaching over time is at least good meaning that children are very well supported and challenged in school. Due to new staff/ECTs, and the impact the coaching programme has on teaching and learning, target to be carried forward.

**Provide mental and emotional wellbeing and support / family support for PP pupils to support them in their learning and coping strategies through Place2Be's services:** See above data analysis to demonstrate the profound impact on children's mental health and emotional wellbeing.

**Develop the role of the Family Support Worker to offer individualised support for our families:** Family Support Worker role to now be blended into the DSL roles so DSLs can be the first point of contact for early help and support, which is more streamlined.

**Make a contribution in helping to relieve local deprivation issues:** Target carried over due to pupils enjoying, and benefiting from, their morning snack.

### 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
Speech and Language	Soundswell
Speech and Language	Wellcomm

Reading	Lexia
Mental Health/Emotional Wellbeing	Place2Be

## 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?	Not Applicable.
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable.

## Further information (optional)

The Deputy Headteacher and Key Stage One English/Phonics Leader are both non-class-based members of staff, and boost children in Years Six and Two respectively. Their focus is not Pupil Premium children specifically, but benefits all children irrespective of their background. They do, however, have a particular focus on more able Pupil Premium children to ensure that they are stretched and challenged as much as possible. In addition, the SENDCo supports all children of SEND, including those eligible for the PP Grant.