

Pupil premium Strategy Statement: The Featherstone Academy

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	24-25	25-26	26-27
School name	The Featherstone Academy		
Number of pupils in school	536	564	600 (Approx)
Proportion (%) of pupil premium eligible pupils	42.1%	42%	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027		
Date this statement was published	December 2025		
Date on which it will be reviewed	September 2026		
Statement authorised by	Julia McCluskey, Principal		
Pupil premium lead	Kenwyn Paddy		
Governor / Trustee lead	Sarah Sanderson		

Funding overview

Detail	24-25	25-26	26-27
Pupil premium funding allocation this academic year	£188,788		
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.	£188,788		

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.

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 The 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.

Quality First Teaching We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in our Excellence Framework and coaching. We focus on ensuring that all lessons are well planned in line with our expectations. All teaching staff have a dedicated coach to ensure development. During lessons, students are expected to remain focussed at all times and ensure that they engage in the appropriate learning modes.

Reducing Barriers to Achievement

We have analysed the barriers that our students specifically have and implement strategies to reduce or remove impediments to achievement. We identified a growing need to specialist literacy intervention around phonics, fluency and comprehension,

and furthermore identified gaps in core maths foundational learning on entry. In response we have employed a primary trained colleague We have employed a primary trained colleague to analyse need and put in place intervention to rapidly close the gaps and prepare students for the secondary curriculum.

Furthermore, we prioritise oracy in order to increase confidence in communication in learning and in the wider world, this is embedded in all areas of the curriculum in order to promote confidence in articulating learning and raising aspirations.

Additionally, we employ staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing, or links with families where these are barriers to a student's learning. We also employ trained ELSA practitioners in order to address students' emotional literacy.

There is a free breakfast provided every day for all students so that food poverty is not a barrier to attendance

Raising aspirations

We endeavour to raise aspirations, resilience and to broaden students' experiences through our use of the Resilience Curriculum which is built into our KS3. Students have the opportunity to experience enrichment activities; both linked to the curriculum and after school. Students who require support to do so are identified and ensure that they get equity of opportunity. We have increased support around next steps post-16 in our endeavour to eliminate NEET students as far as possible

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 SEND 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 School 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
- Voice 21 oracy in all areas of the curriculum

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment: there are significant gaps on entry.
2	Attainment of double-disadvantaged students
3	Attainment of PP students in headline measures
4	Attendance: attendance and PA issues with disadvantaged students.
5	Aspirations: historically high NEET figures.
6.	Behaviour data of PP students
7	Basic needs: removal of barriers to attendance – around food and uniform

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
1.Students in Year 7 who have lower than average, and lower than age- related reading ages, and are below expected standards in numeracy will be able to access the curriculum with their peers after targeted interventions with primary specialist.	By 2026-27: Reading ages will demonstrate a greater-than-chronological improvement over time, and students will be better able to access the curriculum. Students' readiness for a

	secondary maths curriculum is evident, and the identified gaps are remedied
2. The progress 8 score and headline figures of disadvantaged students, matches or is improving towards that for other students within school and similar schools nationally	By 2026-27: At the end of Year 11, the Progress 8, Attainment 8, and headline measures for disadvantaged students at matches or is making sustained improvement towards that of other students nationally
3. SEND& PP students (Double-disadvantaged) outcomes will be in line with other students within school and in similar schools nationally	By 2026-27: At the end of Year 11, the Progress 8, Attainment 8 and headline measures for disadvantaged students at matches or is making sustained improvement towards that of other similar students nationally
4. The attendance of disadvantaged students, at least, matches that for other students and similar schools nationally.	By 2026-27: The percentage attendance of disadvantaged students is in line with other students. The PA of disadvantaged students is declining and rapidly moving in line with other students in the academy.
5. NEET figures for disadvantaged students are in line with other students and matches or is better than similar schools nationally.	By 2026-27: The number of NEET disadvantaged students close to 0
6. The behaviour system supports the outcomes of disadvantaged students	By 2026-27: The number of disadvantaged students who receive suspensions or isolations is rapidly decreasing and is in line with other students.

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
ELSA training with supervision	Reduction in low level behaviour incidents Behaviour interventions EEF Social and emotional learning EEF	2,6,

Pastoral Support X2	Behaviour interventions EEF	6
Voice 21 Programme	Voice21-TalkingPointJournal-2025-v10-web.pdf Oral language interventions EEF	1,2,3,4,5
CPD and coaching around 'Excellence Framework' to encourage active learning in classrooms	Feedback EEF Metacognition and self-regulation EEF Collaborative learning approaches EEF	1,2,3,4
SLT teaching key groups	Experienced SLT staff are placed on key groups to accelerate progress	2,3
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. Reading comprehension strategies EEF Small group tuition EEF Phonics EEF	1,2,3

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

Budgeted cost: £50,000

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 SATs and NGRT reading tests. Reading comprehension strategies EEF	1,2,3

Maths Tuition for GCSE students with identified gaps	One to one tuition EEF	1,2,3
Targeted literacy and numeracy interventions	Reading comprehension strategies EEF Phonics EEF	1,2,3
Rewards/incentives	To boost attendance & motivation during scheduled intervention sessions. Create a sense of belonging	2,3,4,6
Progress Championship & Revision Programme	To support pupils – especially pupil premium pupils – in engaging in school and taking up the support on offer for revision. Extending school time EEF	1,2, 3,4, 5,
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	2,3,5
Intervention Sessions (Including Holidays & Saturdays)	Providing time and space outside school hours to support specific interventions and masterclasses. Extending school time EEF	2,3,5
Homework club in KS3	Consolidation of key concepts through support with homework Extending school time EEF Homework EEF	1,2,3,
KS4 Prep	Two-hour private study time for identified students. Supporting learning out of school time. Extending school time EEF	2,3,4,5
ELSA interventions for identified students	Social and emotional learning EEF	6,7

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

Budgeted cost: £38,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Advice & Guidance	<p>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</p> <p>Trips and visits to providers and careers events.</p> <p>Aspiration interventions EEF</p>	2, 5
Rewards for Attendance, Engagement	<p>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.</p>	4,6,2,3,
Year 7 Resilience Camp UK	<p>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.</p> <p>Aspiration interventions EEF</p> <p>Physical activity EEF</p> <p>Outdoor adventure learning EEF</p> <p>Metacognition and self-regulation EEF</p>	4, 6, 5
Support for educational visits	<p>We endeavour to provide a range of experiences which allow our students to gain a broader experience.</p> <p>Aspiration interventions EEF</p>	4,5
Aspiration	<p>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</p> <p>Aspiration interventions EEF</p>	4,5,6
Breakfast and uniform	<p>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.</p> <p>School uniform EEF</p>	4,7

Total budgeted cost: £ 188,788

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.

Outcomes:

	2023	2024	2025
Overall A8	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
English and maths grade 4 plus	Below (non-sig)	Close to av. (non-sig)	Above (non-sig)
English and maths grade 5 plus	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
English A8	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
English grade 4 plus	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
English grade 5 plus	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths A8	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths grade 4 plus	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
Maths grade 5 plus	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Science grade 4 plus	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
Science grade 5 plus	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Languages grade 4 plus	Below (sig-)	Below (sig-)	Below (sig-)
Languages grade 5 plus	Below (sig-)	Below (sig-)	Below (sig-)
Humanities grade 4 plus	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Humanities grade 5 plus	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
EBacc A8	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Open A8	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)

Gateway Subjects: English and Maths

Disadvantaged pupils - English and maths grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	58.1%	43.8%	Above (non-sig)	73.1%	-15.0	Narrowing	-
2024	33	39.4%	43.4%	Close to average (non-sig)	72.8%	-33.4	No meaningful change	-
2023	33	33.3%	43.4%	Below (non-sig)	72.8%	-39.5	Not available	-

- Pupil premium cohort achieved gained 58% % 4+ Eng/Ma in 2025.
- This is a 19% improvement on 2024.
- This is 14.3% above national PP figures E/M 4+ and a significant narrowing of the gap to national non-disadvantaged
- This is a significant three-year improving trend
- Outcomes at 5 + were impacted by performance in mathematics at the strong standard. The impact of spending is evident in the improvements seen at 4+.

English

Disadvantaged pupils - English grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	58.1%	56.3%	Close to average (non-sig)	81.3%	-23.2	No meaningful change	-
2024	33	51.5%	55.9%	Close to average (non-sig)	81.2%	-29.7	Narrowing	-
2023	33	42.4%	56.0%	Below (non-sig)	81.3%	-38.9	Not available	-

Disadvantaged pupils - English grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	48.4%	41.3%	Close to average (non-sig)	67.9%	-19.5	No meaningful change	-
2024	33	45.5%	40.6%	Close to average (non-sig)	67.4%	-21.9	Narrowing	-
2023	33	30.3%	40.4%	Below (non-sig)	67.7%	-37.4	Not available	-

- *Attainment in English at 4+ is strong. PP students gained 58% 4+ (2% higher than PP students nationally)*
- *48% of PP students gained a 5+ in English (7.1% higher than PP students nationally)*
- *At both 4 and 5+ the gap to NPP nationally has closed*

Maths

Disadvantaged pupils - Maths grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	61.3%	49.7%	Above (non-sig)	77.7%	-16.4	Narrowing	-
2024	33	42.4%	49.4%	Close to average (non-sig)	77.4%	-35.0	No meaningful change	-
2023	33	48.5%	49.6%	Close to average (non-sig)	77.5%	-29.0	Not available	-

Disadvantaged pupils - Maths grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	32.3%	30.9%	Close to average (non-sig)	59.1%	-26.9	No meaningful change	-
2024	33	33.3%	31.0%	Close to average (non-sig)	59.2%	-25.9	No meaningful change	-
2023	33	27.3%	30.3%	Close to average (non-sig)	58.1%	-30.8	Not available	-

- *In Maths 61.3% of PP students gained Maths 4+ (11% higher than PP students nationally)*
- *This is a significant rise from 2024*

- *This is a significant narrowing gap to national non-disadvantaged*
- *32.3% of PP students gained a 5+ (1.6% higher than PP students nationally) and remains stable from 2024*
- *A key driver for improvement was the impact of pupil premium spending on tutoring in mathematics.*

Wider Curriculum:

Disadvantaged pupils - Science grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	30	60.0%	47.3%	Above (non-sig)	72.4%	-12.4	Narrowing	-
2024	28	50.0%	46.6%	Close to average (non-sig)	72.0%	-22.0	No meaningful change	-
2023	31	54.8%	46.0%	Close to average (non-sig)	71.9%	-17.1	Not available	-

Disadvantaged pupils - Science grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	30	30.0%	29.6%	Close to average (non-sig)	54.5%	-24.5	No meaningful change	-
2024	28	28.6%	28.7%	Close to average (non-sig)	53.3%	-24.7	No meaningful change	-
2023	31	35.5%	28.5%	Close to average (non-sig)	53.6%	-18.1	Not available	-

Disadvantaged pupils - Humanities grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	27	51.9%	44.8%	Close to average (non-sig)	69.6%	-17.8	Narrowing	-
2024	29	37.9%	43.9%	Close to average (non-sig)	68.9%	-30.9	No meaningful change	-
2023	31	32.3%	43.0%	Below (non-sig)	68.6%	-36.3	Not available	-

Disadvantaged pupils - Humanities grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	27	40.7%	32.6%	Close to average (non-sig)	57.5%	-16.8	Narrowing	-
2024	29	27.6%	31.6%	Close to average (non-sig)	56.5%	-28.9	No meaningful change	-
2023	31	22.6%	30.6%	Close to average (non-sig)	56.0%	-33.4	Not available	-

- *There is a 3 year improving trend for PP outcomes in History.*

- *In Geography, PP students achieve in line with NPP peers at 4+ and outperform their NPP peers at 5+*

Disadvantaged pupils - Open A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	10.1	10.3	Close to average (non-sig)	14.9	-4.9	No meaningful change	-
2024	33	9.1	10.1	Close to average (non-sig)	14.8	-5.7	No meaningful change	-
2023	33	9.1	10.6	Close to average (non-sig)	15.1	-6.0	Not available	-

Foundational Knowledge

Leaders recognise the importance of early intervention. This includes support through primary trained specialist to identify and close gaps, so pupils can catch up and keep up.

- 70% of the Maths intervention cohort in Y7 are PP
- 86% of the Maths intervention cohort in Y8 are PP
- 78% of the reading intervention cohort in Y7 are PP
- 100% of the reading intervention cohort in Y8 and Y9 are PP.

September 2024 only 17% of intervention cohort past the Y2 phonics screening check. By June this had risen to 94%

Year 7 – 71% and Y8 78% graduated from the Read, Write Inc intervention programme and the average reading age improved by 8 months (Hertfordshire reading test)

100% of pupils said that they know feel confident in asking for support and they are better able to access their learning because their reading has improved.

Destination data

Targeted spending to support careers education and guidance has led to significantly improved destination data as seen in the IDSR below. This has continued into the academic year in 2024/25, with all students receiving high-quality independent careers advice and guidance. The investment into a strong personal development programme has served to raise aspirations for disadvantaged pupils.

Disadvantaged pupils

	2021 leavers (23 pupils in scope)	2022 leavers (29 pupils in scope)	2023 leavers (33 pupils in scope)
Sustained education, employment or training	Not available 78%	Not available 72%	Not available 91%
Any sustained education	Not available 61%	Not available 59%	Not available 79%
Sustained employment	Suppressed	Not available 10%	Suppressed
Sustained apprenticeship	Suppressed	Not available 3%	Suppressed
Destination not sustained	Suppressed	Suppressed	Suppressed
Activity not captured	Suppressed	Suppressed	Suppressed

Behaviour Data

The school has worked tirelessly to reduce the days lost to suspensions. Overall suspensions reduced from 744 in 2023/24 to 602 in 2024/25 and days lost reduced by 570 days.

There has also been a reduction in days lost due to suspension for PP pupils. This has reduced by 306. However, suspensions for PP pupils remain too high, despite a reduction of 32 incidents. However, early signs in 2025/26 suggest that this is reducing significantly.

Leaders focused on reducing suspensions for students in KS4 and this saw a reduction in suspensions for Y11 pupils.

Wider pastoral investment means that additional layers of support are available for PP pupils to prevent escalation.

Pupil voice activities suggest that PP pupils feel safe in school and are free from bullying and harassment.

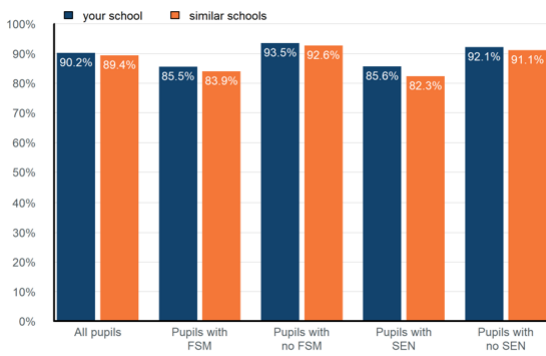
Attendance

Attendance in 2024/25 was close to average. For FSM6 pupils 86.5% compared to 87.3% over two terms

The gap between FSM6 and FSM6 FFT National reduced as the year progressed due to the impact on additional spending. In autumn term in the gap was 2.2% and this had reduced to 0.6% in the summer term.

Furthermore there is 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.

Similar schools report: 2024-2025



Attendance in Y7 starts strongly and remains our strongest year group. The renewal of the Y7 resilience camp supports this process.

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