

Star Primary School

Pupil Premium Strategy Statement 2016 - 2017

To be reviewed annually

Pupil Premium was introduced by the Department for Education (DFE) in 2011, as additional funding for pupils who receive Free School Meals (FSM), those who are Looked After Children (LAC) and those who are from service families. This is because the DfE has recognised that a good education is the key to improving young people's life chances. Addressing the disparity between rich and poor pupils is a top priority and the Pupil Premium for free school meals will provide additional funding specifically linked to the objective of boosting pupils' attainment. The Pupil Premium is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE have agreed that it is for schools to decide how the Pupil Premium Grant is spent. We are best placed to assess what additional provision should be made for the individual pupils within the school

1.Summary information							
School	Star Primary School						
Academic Year	2016 - 2017	Total PP budget: £322,800					
Total number of pupils	694	Number of pupils eligible for PP	227	Percentage of PP pupils	32.7%	Number of looked after children eligible for Pupil Premium	2 (siblings) 1 (adopted from care)

2.Deprivation Index		
2014	2015	2016
School 0.53 (national 0.24)	School 0.53 (national 0.24)	School 0.37 (national 0.21)
The school has a deprivation indicator which places it in the 80 th percentile for most deprived nationally.		

3.Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% of pupils achieving the expected standard in reading, writing and maths	School 81% (national 60%)	School 86% (national 53%)
Reading attainment score	School 85% (national 71%)	School 89% (national 66%)
Writing attainment score	School 89% (national 79%)	School 92% (national 74%)
Maths attainment score	School 91% (national 75%)	School 94% (national 70%)

4.Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
Many pupils eligible for pupil premium also have other factors such as SEND, gender, ethnicity, term of birth to consider when planning successful interventions.	
Speech and Language development and access to language from books	
External barriers	
Low aspirations from the home environment (Attendance and Punctuality are not always good)	
Poor diet and access to physical activities are not conducive to making good progress at school	
Many parents do not access the correct support they need due to specific factors (EAL, Social Services, External Agencies)	

5.Actions	
A.	To continue to ensure all teaching is good or better and so ensure that Pupil Premium children make more than expected progress in order to close the gap in learning.
B.	To improve the percentage of pupil premium children working at expected standard in reading and writing in KS1
C.	To improve the percentage of pupil premium children working at expected standard in maths in KS1
D.	To increase the attendance of Pupil Premium children so that it is in line with or above National averages and reduce the number of Pupil Premium pupils who are persistently absent.
E.	To accelerate the progress of pupils who have SEND and who are also Pupil Premium children
F.	To provide all our pupils with a balance and enriched curriculum that motivates, inspires and engages, specifically focusing on increasing physical activity.

The following pages describe our action plan for the academic year 2016-2017:

Pupil Premium used for	Target group	Rationale	Intended outcomes	Monitored by who
Breakfast Club	<ul style="list-style-type: none"> Pupils able to access a healthy breakfast at minimal cost of 50p per day. School is open from 7.45 am Before school clubs available to attend – run by specialist coaches -Free to children 	Many identified PP children will have free access to breakfast club to	<ul style="list-style-type: none"> Enables parents/carers to take employment Ensures pupils have a positive start to the morning. 	DHT - EP

	<ul style="list-style-type: none"> Variety of activities to access, including IT, games, additional reading programme. Opportunity to complete homework with adult support All ages socialise together, eating and playing in a family atmosphere Newham All Star Sports Academy 	<p>give them a good start to the day, motivate them to attend the clubs on offer and intervention early in the day from an identified adult.</p>	<ul style="list-style-type: none"> Social interaction amongst all age groups. Older children take responsibility for younger children Encourages independence and supports good manners. Provides opportunities for extra reading with `reading buddies' on hand. Encourages attendance through before school clubs such as: basketball + ICT. Supports families who maybe experiencing difficulties at home. Financially assisted places and adults available to support a child's specific needs. Children are settled at the start of the school day. 	
<u>Targeted Maths and Literacy Groups KS2</u>	<ul style="list-style-type: none"> All KS 2 classes have an additional teacher to facilitate 4 classes with low pupil numbers (no more than 23/24) Year 6 have a 5th additional teacher employed to specifically target groups in English and Maths. 	<p>Data is analysed pupil by pupil ensuring that all pupils, specifically PP children are tracked and interventions put in place.</p>	<ul style="list-style-type: none"> 88% Read, Write, Maths combined <ul style="list-style-type: none"> - 89% Attained Reading - 92% Attained Writing - 94% Attained Maths - 88% Attained Grammar 2017 SATS target for RWM combined is 90% including PP pupils. 	DHT - MS
<u>Targeted Maths and Literacy Groups KS1</u>	<ul style="list-style-type: none"> Year 2 have a 4th additional teacher employed to specifically target groups in English and Maths. 	<p>Data is analysed pupil by pupil ensuring that all pupils, specifically PP children are tracked and interventions put in place</p>	<ul style="list-style-type: none"> 75% attained Reading 73% attained Writing 75% attained Maths 2017 SATS target is 80% in Reading, Writing and Maths. 	DHT - EP
<u>Extra staff employed in Foundation</u>	<ul style="list-style-type: none"> Early intervention for pupils in the Foundation Stage. Extra teachers employed to support EAL pupils and pupils 	<p>We commit to having three fully qualified teachers</p>	<ul style="list-style-type: none"> EAL Pupils make rapid progress in the acquisition of language. Vulnerable pupils are well supported 	AHT - EYFS

<u>Stage.</u>	<p>with limited vocabulary and literacy in small group work on a one to one basis.</p> <ul style="list-style-type: none"> • Extra teacher assistants employed to increase adult pupil ratio. Specific pupils targeted to develop personal, social and physical skills. 	<p>in the Nursery and additional support staff across EYFS to support EAL pupils (many of whom are PP)</p>	<p>and significant progress is made in reading.</p> <ul style="list-style-type: none"> • Pupil's personal, social and physical skills are significantly developed and by the end of Foundation Stage they are broadly in line with national averages. 	
<u>Residential Activities</u>	<ul style="list-style-type: none"> • Pupils in Year 4 go on a visit to York for 3 days. • Pupils in Year 6 go on a visit to the Lake District for 5 days to an Outward Bound Centre • Pupils in Year 3 go Camping for 2 days 	<p>All pupils are actively encouraged to go on residential with PP subsidised by the school.</p>	<ul style="list-style-type: none"> • Pupils experience a different region nationally and have the opportunity to explore historical significance of this region. • Significant difference seen in pupils after residential. They display greater confidence, raised self-esteem and independence. • Raises pupil aspirations, to have the opportunity of experiencing life beyond their own community and country. • Pupils experience outdoor sport activities such as canoeing, rock climbing, gorge walking, and raft building. • Pupils social and leadership skills are enhanced. • Raise in self-esteem and confidence; independence and ability to work as part of a team. 	DHT - CM
<u>Intervention Programme - Turnabout</u>	<ul style="list-style-type: none"> • Programme followed to improve memory skills. • 3 Teacher Assistants and 1 HLTA has been trained to carry out 'Turnabout Programme' to enhance memory skills. • Pupils targeted for 1 to 1 support. • 3 pupils follow 20 minute daily programme (12 weeks) – Autumn Term • 9 pupils follow 20 minute daily programme (12 weeks) – Spring Term • 9 pupils follow 20 minute daily programme 	<p>We target pupils we asses to have limited recall of information, providing them with a bespoke intervention to tackle memory and recall.</p>	<ul style="list-style-type: none"> • Attainment gap narrowed at Key Stage 1. • Pupil's phonic and reading ability improved. • Enables pupils learning to improve. • Difference observed in targeted pupils retaining more knowledge. • Enhancement of short term memory. 	SENCO

	(12 weeks) – Summer Term			
<u>Speech & Language Therapist</u>	<ul style="list-style-type: none"> • Speech and Language Therapist employed 1 day a week. • Pupils targeted who need support in Speech and Language. • Teaching Assistants trained to carry on programme in school. 	We aim to particularly target children in EYFS to provide early intervention where possible.	<ul style="list-style-type: none"> • Progress seen in 1 or more of the following areas:- <ul style="list-style-type: none"> - Attention and listening skills - Turn taking skills - Vocabulary - Grammar - Sequencing - Speech sounds - Confidence 	SENCO
<u>SENCO Teacher + Support (HLTA)</u>	<ul style="list-style-type: none"> • Additional SENCO teacher employed to work with SEN pupils and train teacher assistants. • HLTA employed to work with targeted pupils with the 'Turnabout programme' • SEN Support <ul style="list-style-type: none"> - Hire of gymnastic hall for pupils with complex physical and social needs - Local swimming pool hired for pupils with complex learning needs - Listening Programme purchased to improve concentration and memory skills 	We provide a bespoke programme targeted at HNF children, PP and other children who are identified as having specific physical and emotional needs.	<ul style="list-style-type: none"> • TAs are better informed and equipped to support pupils with specific learning difficulties. • 'Turnabout programme' increases pupil concentration and memory to improve. There is a significant impact of pupils being able to access the curriculum. • Improved core strength, balance, fine and gross motor skills. Pupil's co-operation and engagement with adults are improved. • Pupils learn to swim following instruction, improved co-ordination and gross motor skills • Improved pupil concentration, language development and calming sensory input. 	SENCO
<u>Swimming Lessons</u>	<ul style="list-style-type: none"> • Local swimming baths hired and 2 instructors hired 90 minutes/week • Teacher and Teaching Assistant employed 2½ hours a week to give lessons. • 15 pupils taking lessons – 11 of which started as non-swimmers Year 6 gifted swimmers trained to take part in national championships. 	To continue to provide children with life skills and an opportunity to compete in a safe and encouraging environment.	<ul style="list-style-type: none"> • 8 pupils entered for national championship lessons. • Experience of competitive sport. • Pupil potential developed. 	SENCO
<u>External</u>	<ul style="list-style-type: none"> • Year 4 Viking Workshop 	To engage children	<ul style="list-style-type: none"> • All children in the targeted year 	PGL's

<u>Workshops</u>	<ul style="list-style-type: none"> Shakespeare Workshops from KS1 – Year 6 Fizz Pop Science Workshops – Energy Mini- Beast Workshops - Nursery 	through a variety of different stimuli	<p>groups access high quality workshops.</p> <ul style="list-style-type: none"> Children have interactive experiences in school 	
<u>Eastlea Gifted & Talented Science Club</u>	Y4-Y6 visit Eastlea Science Club weekly for a club run by Eastlea Secondary Team	More able children from Y4 onwards start to experience good transition, having access to Secondary Labs and resources.	<ul style="list-style-type: none"> Children experience KS3/4 setting Children can access expertise of KS3/4 teacher Standards in Science for these children improved Some of these children study Science at GCSE and A Level in the future 	DHT - MS
<u>Y6 Booster Sessions</u>	<ul style="list-style-type: none"> Y6 Teachers provided weekly booster sessions in grammar, reading and maths to identified pupils who were not achieving expected standard 	Additional interventions are built into the school day	<ul style="list-style-type: none"> Data is carefully analysed so that Y6 pupils attain Y6 expectations in Reading, Writing and Mathematics 	
<u>Cost of Playworkers</u>	<ul style="list-style-type: none"> Additional playworkers employed to support playtime, lunchtime and after school club. Support identified children eg: LAC, Behaviour Support, Playground leaders 	Children, particularly PP girls are encouraged to play more physical games.	<ul style="list-style-type: none"> LAC – given extra opportunity to develop key life & social skills. Playground Leaders – Support daily and help with effectiveness of role. Support children identified by Phase Group Leader and Behaviour support during playtimes. 	
<u>Attendance officer</u>	Targeted children, especially those in the PPG list	Ensure attendance of all children, especially those in the PPG, is in line with national expectation (96%)	Rapid identification of persistent absentees and children with less than expected attendance	
<u>Attendance prizes</u>	Whole school	Motivate children to come to school every day	Children with 96% or more attendance rates will be rewarded for their effort	

6. Review expenditure			
School	Star Primary School		
Academic Year	2015 - 2016	Total PP budget: £349,800	
<ul style="list-style-type: none"> Increased participation in sporting activities and increased involvement in competitive sporting events such as sporting fixtures against other schools All pupils have had access to wider experiences in school and off site which are used as a springboard to inspire, motivate and raise academic standards Attendance support has improved attendance for a significant number of pupil premium pupils, especially in Year 2 and Y5 where the attendance of PP pupils was in line with their non-PP peers. (Y2= 94%; Y5=97.6%) Increase in communicative intent and spoken output for lower ability children within the Pupil Premium group. An increase in confidence in labelling objects within the vocabulary group and putting simple sentences together, especially in Reception and KS1, as a result of Speech and Language interventions. Providing/Subsidising Breakfast Club for PP pupils ensures these have a positive start to the morning, promoting social interaction amongst all year groups, encouraging independence and supporting good manners. It has also supported families who may be experiencing difficulties at home. Vulnerable children were supported with uniform to help boost confidence and make children feel less alienated from their peers Additional teachers in Year 6 and targeted support identified in reviews resulted in more than expected progress of PP pupils in Year 2 compared to their non-PP peers in all areas and in more than expected progress of PP pupils in Year 6 compared to their non-PP peers in Writing and Mathematics: 			
Year 2 – 2015/16	Pupils (%) making expected progress		
	Reading	Writing	Maths
Pupil Premium	65% (National 78%)	62% (national 70%)	52% (national 77%)
Not Pupil Premium	75% (national 74%)	73% (national 65%)	75% (national 73%)
Year 6 – 2015/16	Pupils (%) making expected progress		
	Reading	Writing	Maths
Pupil Premium	85% (National 71%)	89% (National 79%)	91% (national 75%)
Not Pupil Premium	89% (national 66%)	92% (national 74%)	94% (national 70%)