

## Star Primary School

### Pupil Premium Strategy Statement 2017 - 2018

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							
<b>School</b>	Star Primary School						
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget: £ 297,000</b>					
<b>Total number of pupils</b>	699	<b>Number of pupils eligible for PP</b>	180	<b>Percentage of PP pupils</b>	21%	<b>Number of looked after children eligible for Pupil Premium</b>	2 (siblings) 1 adopted from care

2.Deprivation Index		
<b>2015</b>	<b>2016</b>	<b>2017</b>
School 0.53 (national 0.24)	School 0.37 (national 0.21)	School 0.4 ( national 0.2)
The school has a deprivation indicator which places it in the 80 <sup>th</sup> percentile for most deprived nationally.		

3.Current attainment		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP (national)</b>
<b>% of pupils achieving the expected standard in reading, writing and maths</b>	85%	67%
<b>Average progress in reading at the end of KS2</b>	+5.74	0

<b>Average progress in writing at the end of KS2</b>	+4.71	0
<b>Average progress in maths at the end of KS2</b>	+4.79	0

<b>4.Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
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	
Below average attainment on entry to nursery and to reception for disadvantaged pupils	
Speech and language concerns in some disadvantaged pupils lead in some cases to communication and behavioural issues	
<b>External barriers</b>	
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)	

<b>5.Actions</b>	
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 2017-2018:

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017 - 2018</b>				
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
That all KS2 pupils continue to outperform peers both locally and nationally and remain in the top 1 & 2 % for progress in maths, reading and writing.	All KS2 classes have an additional teacher to facilitate four classes with low pupil numbers (no more than 23/24).	Research by the NFER indicates that tailored individualised support is more successful than other strategies in distinguishing the differences between disadvantaged and non-disadvantaged pupils. Smaller class sizes enable teachers to tailor their support and teaching to meet pupils needs more individually.	Observations of lessons, book scrutinises, learning walks (internal and external) to ensure high expectations for all. Focussed teaching of groups and classes to ensure pupils are making more than expected progress from starting points.	Phase group Leaders	Pupil progress meetings in December 2017, March 2018 & July 2018
Ensure good progress and mastery of basic skills by the end of EYFS	Commitment to having three qualified teachers in the nursery and additional support staff across EYFS. This will ensure high quality interactions with adults to develop communication and language skills.	The statutory framework for the early years and foundation stage (March 2017) states that every child deserves the best possible start in life and the support that enables them to fulfil their potential. The development of pre - reading skills, early mathematics and problem-solving show positive benefits and enable children to independently access activities to develop their	All EYFS staff is aware of planned focussed activities and work with their key pupils to improve basic skills in English and maths. Learning walks, teaching and learning reviews and scrutiny of planning to ensure consistent quality teaching and interactions with others. Internal and external moderation, together with support and training, will ensure progression in basic skills and accurate judgements	AHT for Early Years	Pupil progress meetings in December 2017, March 2018 & July 2018

		successful learning.	when assessing pupils.		
Attainment for PP pupils in reading, by the end of KS1 is at least in line with national figures.	<p>Employ GTA's to ensure all children are supported appropriately and effectively.</p> <p>Progress of PP children tracked and additional booster group or intervention group put in where needed in year 1 &amp; 2.</p> <p>Review impact of guided reading and RWI provision to ensure all children receive first quality teaching.</p> <p>A whole school focus on instilling a love of reading.</p>	<p>According to ASP at the end of KS1 our pupil premium pupils do not perform in line with national data.</p> <p>In Reading, 63% achieved the expected standard compared to 76% nationally</p>	<p>Dedicate teacher time to CPD on reading, including RWI &amp; Big Reading training.</p> <p>Support new teachers through team teaching and planning support.</p> <p>Focussed tracking of groups to ensure pupils will reach expected standards.</p>	Phase Group Leader DHT	Pupil progress meetings in December 2017, March 2018 and July 2018.
<b>Total budgeted cost:</b>					£156,000
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in communications skills and achievement figures in those PP children identified to participate in speech	Whole school approach. Speech and language programs delivered by therapist employed one day	Research from the I can charity shows that speech, language and communication are crucial for reading, learning in school, for socialising and	Impact measured from start to end of intervention programs.  Through meetings between TA's S&L therapist and AHT for inclusion to ensure children	SENCO	December 2017, March 2018 & July 2018

and language support and intervention programs provided by the school.	per week. The individualised speech and language programme is continued by trained TAs.	making friends. Children starting school with speech, language and communication needs may struggle with any aspect of communication and could present with withdrawn or challenging behaviour. Based on recommendations from the Rose report the curriculum recognises the importance of speaking and listening for children to learn.	are making at least expected progress.		
For all pupils in year 2 and 6, particularly those eligible for PP, to continue to exceed national attainment in key stage assessments.	Year 2 and Year 6 have an additional teacher employed to specifically target groups in English and Maths.	Research form NFER indicates that one to one tuition is an effective strategy at closing the gap for pupils who are not making expected progress.	Focused tracking of groups to ensure children are making more than expected progress from starting points.  Observations of lessons and book scrutinise to ensure challenge for all.	DHT	Pupil progress meetings in December 2017, March 2018 & July 2018.
<b>Total budgeted cost:</b>					£90,000
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure that all pupils access residential and outdoor learning, so that they can explore life beyond their own community.	Excursions to York by Year 4, the Lake District by year 6 and camping with year 3 are subsidised by the school.	Research from the Outward-Bound Trust shows that pupils display greater confidence, raised self-esteem and independence. It raises pupil's aspirations and social and leadership skills.		SLT	Year 3 camping in September, Lake District in April and Year 4 York trip in June.
Improved parents	A Community	According to EEF	Ensure that communication	SLT	December 2017,

interest in school will result in parents more involved in their children's learning and children better supported at home.	wellbeing advocate has been employed school approach to lead on community events and improve links with parents through workshops.	(Education Endowment Foundation) the association between parental involvement and a child's academic success is well established. Parents and acers have demonstrated strong interest in being involved in school life more and are willing to participate in school events and workshops.	with parents is improved through the role of the CWA.  Listen to parents and carers suggestions or requests linked to school life, including teaching and learning and act accordingly.  Collect verbal / written feedback after events and workshops to support the planning of next steps.		March 2018 & July 2018
Increased attendance for all pupils but particularly those eligible for PP.	Continue to employ a Child Safeguarding officer to analyse attendance weekly.  Reward children with outstanding attendance (books, teddy bears and family excursions as prizes)  Celebrate classes with best attendance and punctuality during weekly assemblies.	NFER Raising Attendance report emphasises the effectiveness of focusing on prevention and early intervention.	Through constant communication between Attendance officer and Phase Group Leaders to ensure standards school processes work effectively and smoothly.  Weekly reviews to ensure attendance is on track and to intervene quickly, where attendance of pupils is cause for concern.	AHT of Phase Groups  CSGO	Weekly
<b>Total budgeted cost:</b>					£151,000

1. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost





