

## Star Primary School

### Pupil Premium Strategy Statement 2018 - 2019

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>	2018 - 2019	<b>Total PP budget: £ 281,160</b>					
<b>Total number of pupils</b>	681	<b>Number of pupils eligible for PP</b>	124	<b>Percentage of PP pupils</b>	36%	<b>Number of looked after children eligible for Pupil Premium</b>	1 1 adopted from care

2.Deprivation Index		
<b>2016</b>	<b>2017</b>	<b>2018</b>
School 0.37 (national 0.21)	School 0.4 ( national 0.2)	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 (school)</b>	<b>Pupils not eligible for PP (national)</b>
<b>% of pupils achieving the expected standard in reading, writing and maths</b>	85%	
<b>Average progress in reading at the end of KS2</b>	+3.16	0.31

<b>Average progress in writing at the end of KS2</b>	+1.10	0.24
<b>Average progress in maths at the end of KS2</b>	+3.69	0.31

<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)
Accesses to external opportunities to develop the whole child, such as drama and football clubs are not always pursued.

<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 diminish any differences 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 improve the average progress made by middle prior attaining Pupil Premium children in KS2 writing.
E.	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.
F.	To accelerate the progress of pupils who have SEND and who are also Pupil Premium children
G.	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 2018-2019:

5. Planned expenditure					
Academic year	2018 - 2019				
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That all KS2 pupils continue to outperform peers both locally and nationally and remain in the top percentages for progress in maths, reading and writing.	To continue to resource all KS2 year groups with 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. External moderation – ASPIRE, to assess and monitor leaders observations and review teaching and learning.	Phase group Leaders	Pupil progress meetings in December 2018, March 2019 & July 2019
Ensure good progress and mastery of basic skills by the end of EYFS	Commitment to having two 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-	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	Deputy Head	Pupil progress meetings in December 2018, March 2019 & July 2019

		solving show positive benefits and enable children to independently access activities to develop their successful learning.	moderation, together with support and training, will ensure progression in basic skills and accurate judgements when assessing pupils. External moderation by Borough to review senior leaders and teachers judgements on pupil attainment.		
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 in 2016/17 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 2018, March 2019 and July 2019.
<b>Total budgeted cost:</b>					£169,292
<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 and language support and intervention programs provided by the school.	Whole school approach. Speech and language programs delivered by therapist employed one day per week. The individualised speech and language programme is continued by trained TAs.	Research from the I can charity shows that speech, language and communication are crucial for reading, learning in school, for socialising and 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.	Impact measured from start to end of intervention programs.  Through meetings between TA's S&L therapist and SENCo to ensure children are making at least expected progress.	SENCO	December 2018, March 2019 & July 2019
For all pupils in year 2 and 6, particularly those eligible for PP, to continue to exceed national attainment in key stage assessments.	To continue to provide an additional teacher in Year 2 and Year 6 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 2018, March 2019 & July 2019.
For all looked after pupil's emotional wellbeing and developmental growth to be	Equestrian therapy for Looked after Children on termly timetable. ( weekly therapy session)	Research into equestrian therapy by Path International and leading charities has found that participants can be supported with –	Specialist equestrian therapists will feedback to SENCo. Parental, pupil and teacher feedback will be sought to help	SENCo	December 2018

improved.		building a sense of self-worth, improved communication, improved self-efficiency, impulse control and emotional management.	assess its impact on pupil's wellbeing.		
Support for identified PP pupils in their ability to access the curriculum and ensure that attainment gaps are closed.	Pastoral teaching assistant employed in year 6 to: <ul style="list-style-type: none"> <li>- Pre teach key concepts through tuition</li> <li>- Run social groups</li> <li>- Support emotional wellbeing</li> </ul>	EEF research highlights that the best use of teaching assistance is targeted and aimed at small groups. Training for these Teaching support assistant ensures appropriate targeted support for pupils in need.	Focussed tracking of groups to ensure pupils will reach expected standards.  Behaviour counsellor and teacher feedback.  Training for teaching assistants.	DHT	Pupil progress meetings in December 2018, March 2019 & July 2019
Attainment for PP pupils in science, by the end of KS2 is at least in line with national figures.	Sponsor pupil premium in KS2 to Fizz POP science club.	The Nuffield Foundation research highlights that good practical science work is the foundation for engaging and improving pupil's science knowledge.  The school chooses to support pupils who might not otherwise be able to financially access bespoke clubs.	Focussed tracking of groups to ensure pupils will reach expected standards.  Feedback from specialist club leaders.	DHT Subject Leads	Pupil progress meetings in December 2018, March 2019 & July 2019
<b>Total budgeted cost:</b>					£81,000
<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	Excursions to the Lake District by year	Research from the Outward-Bound Trust shows that	Specialist teachers will monitor and feedback about pupil's	SLT	Year 3 camping in September, Lake

and outdoor learning, so that they can explore life beyond their own community.	6 and camping with year 3 are subsidised by the school.	pupils display greater confidence, raised self-esteem and independence. It raises pupil's aspirations and social and leadership skills.	wellbeing, self-esteem and confidence.		District in April.
Improved parents interest in school will result in parents more involved in their children's learning and children better supported at home.	To continue to employ a Community Wellbeing Advocate leading on community events and improving links with parents through workshops.	According to EEF (Education Endowment Foundation) the association between parental involvement and a child's academic success is well established. Parents and carers have demonstrated strong interest in being involved in school life more and are willing to participate in school events and workshops.	Ensure that communication 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.	SLT	December 2018, March 2019 & July 2019  Half termly Language Days Winter & Summer Festivals.
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 (certificates and family excursions as prizes)  Celebrate classes with best attendance and punctuality	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

	during weekly assemblies.				
To ensure that all pupils (in particular PP pupils) access extra curriculum community events.	Year 5 pupils will perform as part of the Young Voice 2018. Year 4 pupils will perform at the Hackney Empire as part of the Festival of Voices. The school subsidises parental contributions to ensure that all pupils have access to these events.	Performing Arts has been found by many leading researches to improve pupils: Communication Self esteem Improve cognitive and motor skills Make links with the community and peers	Ensure that communication with parents is improved through the role of the CWA.  Specialist teachers will monitor and feedback about pupil's wellbeing, self-esteem and confidence.  Pupil and parental feedback.	SLT MUSIC Lead	January 2019 July 2019
Ensure that all pupils are able to engage and access the curriculum through meeting their emotional and social educational requirements.	Resilience workshops for all year groups.  New PSHCE scheme of work and school approach.	Based upon research the school has adopted the The Happy-Centred School (HCS) programme. It aims to enhance the personal, social, emotional and economic wellbeing and happiness of your whole school community, and support children's mental health.	Collect verbal / written feedback after events and workshops to support the planning of next steps.  Support teachers through team teaching and planning support.  Focussed tracking of groups to ensure pupils will reach expected standards.	AHT of Phase Groups  SLT	December 2018, March 2019 & July 2019
<b>Total budgeted cost:</b>					£30,868

1. Review of expenditure	
Previous Academic Year	2017-2018



<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
1) That all KS2 pupils continue to outperform peers Both locally and nationally and remain in the top percentages for progress in maths, reading and writing.	Additional teachers in year 3 – 4.	KS2 SATS 2018 In the combined RWM 85% of pupils attained the expected standard, compared to 64% nationally and 73% locally. This included 78% of disadvantaged pupils making the standard compared to 70% nationally.	This will continue in 2018-19.	
2) Ensure good progress and mastery of basic skills by the end of EYFS	3 nursery teachers		In 2018 -19 there will be two qualified nursery teachers.	
3) Attainment for PP pupils in reading, by the end of KS1 is at least in line with national figures.	GTA's employed Booster groups	KS1 SATS 2018 In reading 80% of pupils attained the standard in line with the local and above the national of 75%	2 KS1 GTA's have now started the school direct teaching training. They have not been replaced.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>1) speech and language support and intervention programs provided by the school</p> <p>2) For all pupils in year 2 and 6, particularly those eligible for PP, to continue to exceed national attainment in key stage assessments.</p>	<p>Speech and Language therapist</p> <p>Additional year 2 and 6 teacher to provide tuition.</p>	<p>Progress seen in pupil's ability to: take turns, sequence, make accurate sounds, have confidence with speaking.</p> <p>KS2 SATS 2018 In the combined RWM 85% of pupils attained the expected standard, compared to 64% nationally and 73% locally. This included 78% of disadvantaged pupils making the standard compared to 70% nationally. KS1 SATS 2018 In reading 80% of pupils attained the standard in line with the local and above the national of 75%</p>	<p>This will continue to be an approach in 2018 -19. To make links with the CWA so that parental support for the therapy is developed.</p> <p>This will continue to be an approach in 2018 -19.</p> <p>Continue to ensure this is targeted and regularly reviewed.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>1) Ensure that all pupils access residential and outdoor learning, so that they can explore life beyond their own community</p> <p>2) Improved parents interest in school will result in parents more involved in their children's learning and children better supported at home.</p>	<p>Residential for yr3,4 and 6</p> <p>Employ a CWA</p>	<p>Significant difference in pupils returning – they are more confident and indecent. Pupil's aspirations are raised through experiencing life beyond their own community. Pupils social and leadership skills are enhanced.</p> <p>Vulnerable families are well supported. Attendance at Winter and Summer festival has improved. Parents are supporting the school with specialised days.</p>	<p>In 2018-19 the year 4 residential will be moved to yr5.</p> <p>This will continue to be an approach.</p>	
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