

Pupil premium strategy statement (Star Primary School)

School overview

Metric	Data
School name	Star Primary School
Pupils in school	663
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£300,960.
Academic year or years covered by statement	2019 - 2020
Publish date	20 th November 2019
Review date	20 th October 2019
Statement authorised by	
Pupil premium lead	Lisle von Buchenroder
Governor lead	Diane Tatnell



You have the right to help from the government if you are poor or in need.

Article
26

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+6.7
Writing	+2.0
Maths	+2.6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	87%
Achieving high standard at KS2	13%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure Pupil Premium children make more than expected progress in order to diminish any differences in learning by continuing to deliver quality first teaching.
Priority 2	To provide all our pupils with a balanced and enriched curriculum that motivates, inspires and engages, specifically focusing on increasing physical activity.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£62,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to achieve at least national average progress scores in KS2 Reading.	Sept 2020
Progress in Writing	Continue to achieve at least national average progress scores in KS2 Writing.	Sept 2020
Progress in Mathematics	Continue to achieve at least national average progress scores in KS2 Mathematics.	Sept 2020
Phonics	Achieve local authority average expected standard in PSC	Sept 2020
Other	To maintain high attendance levels.	Sept 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	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).
Priority 2	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
Priority 3	Employ GTA's to ensure all children are supported appropriately and effectively, particularly in Year 1

	phonics.
Barriers to learning these priorities address	Speech and language concerns in some disadvantaged pupils lead in some cases to communication and behavioural issues.
Projected spending	£113,720

Targeted academic support for current academic year

Measure	Activity
Priority 1	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.
Priority 2	For all looked after pupil's emotional wellbeing and developmental growth to be improved.
Barriers to learning these priorities address	Low aspirations from the home environment.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Extra-curricular enrichment opportunities such as Festival of Voices and sports enrichment. Also subsidising residential excursions to the Lake District by year 6, visiting York with year 4 and camping with year 3.
Priority 2	To continue to employ a Community Wellbeing Advocate leading on community events and improving links with parents through workshops.
Barriers to learning these priorities address	Accesses to external opportunities to develop the whole child, such as drama and football clubs are not always pursued.
Projected spending	£75,240

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Below average attainment on entry to nursery and to reception for disadvantaged pupils.	Develop links within the community through our Community Wellbeing Advocate and offering parent and toddler groups for targeted audiences. Redevelopment of nursery provision

		to achieve accelerated closing of gaps.
Targeted support	Many pupils eligible for pupil premium also have other factors such as SEND, gender, ethnicity, term of birth to consider when planning successful interventions.	Work closely with all stakeholders; SENCO, class teachers, external agencies and parents to ensure consistency in approaches and targets.
Wider strategies	Engaging the families facing most challenges	Use our school pastoral team (Community Wellbeing Advocate, Learning mentor and Safeguarding Officer) coupled with other LA agencies to overcome any difficulties with Early Help intervention. Focus on school based community events such as Winter Market and Summer Festival.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Rapid improvement in disadvantaged pupil progress from 2018 to 2019 in meeting expected standard in reading and writing in KS1. KS2 continues to increase in meeting both the expected and higher standards.
Progress in Mathematics	Attainment of KS1 disadvantaged pupils continues to increase, especially with the higher attainment increasing by 12% to 34%. Continue to focus on disadvantaged pupils making the higher standard in KS2.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021. To improve the percentage of pupil premium children working at expected standard in reading and writing in KS1 82.6 % of disadvantaged pupils passed the Phonics Skills Test, slightly above the national average of 82%. Decrease on number of disadvantaged pupil who passed the phonics test (-4.9%) in comparison to previous year

	(2018), yet the average point score had increased slightly. (0.3)
Other	Attendance for disadvantaged pupils maintained at a high level (97%)