

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Star Primary School
Pupils in school	642
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£283,500.
Academic year or years covered by statement	2020 - 2021
Publish date	11 th November 2020
Review date	11 th October 2021
Statement authorised by	
Pupil premium lead	Lisle von Buchenroder
Governor lead	Diane Tatnell

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Numerical data unavailable due to national lockdown.
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Numerical data unavailable due to national lockdown.
Achieving high standard at KS2	

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	£30,000

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 2021
Progress in Writing	Continue to achieve at least national average progress scores in KS2 Writing.	Sept 2021
Progress in Mathematics	Continue to achieve at least national average progress scores in KS2 Mathematics.	Sept 2021
Phonics	Achieve local authority average expected standard in PSC	November 2020 & July 2021
Other	To maintain high attendance levels.	Sept 2021

Measure	Activity
Priority 1	To resource 5 out of 7 years groups with an additional teacher; to facilitate four classes with low pupil numbers (no more than 23/24).
Priority 2	Commitment to having 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	£140,000

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	Creation of a second school sensory room for targeted children.
Barriers to learning these priorities address	Global pandemic preventing targeted strategies to be continued with pupils at home. For example; parental unable to engage with virtual training or increased waiting lists with agencies.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue to employ a Community Wellbeing Advocate leading on community events and improving links with parents through workshops.
Priority 2	Employment of a school based counsellor to improve pupil emotional wellbeing and developmental growth throughout the global coronavirus pandemic
Priority 3	Purchase of chromebooks to ensure Blended Learning incase of bubble/school closure due to covid pandemic.
Barriers to learning these priorities address	Parental support of home learning/engagement, determined by their IT knowledge.
Projected spending	£63,500

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. Continue to develop the EYFS provision to achieve accelerated closing of gaps.
Targeted support	Many pupils eligible for pupil premium also have other factors such as	Work closely with all stakeholders; SENCO, class teachers, external agencies and parents to ensure

	SEND, gender, ethnicity, term of birth to consider when planning successful interventions.	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.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Unable to fully assess the effectiveness of previous strategies due to national lockdown. Initial indicators and feedback from teachers reveal that disadvantaged children are still below in attainment in comparison to non-disadvantaged by approximately 10%.
Progress in Mathematics	
Phonics	
Other	