

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Star Primary School
Number of pupils in school	604
Proportion (%) of pupil premium eligible pupils	26.16% (158)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	20/11/2023
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Lisle von Buchenroder
Governor / Trustee lead	Sue Parfitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,565
Recovery premium funding (April-November 23) allocation this academic year	£20,046
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£278,611

Part A: Pupil premium strategy plan

Statement of intent

At Star Primary we intend to support any pupil or groups of pupils the school has identified as being socially disadvantaged. The spending of Pupil Premium takes into account the specific needs of these pupils and their families alongside the highlighted areas for development of the school. Through this approach, we aim to reduce the gap in progress and achievement between those entitled to this funding when compared to those who are not. We regularly monitor and evaluate the effectiveness of our provision to ensure that appropriate and prompt provision is made for all pupils who belong to vulnerable groups. We ensure that outstanding teaching and learning opportunities meet the needs of all our pupils and are at the heart of all of our funding decisions. All of our spending decisions are aimed at accelerating progress for these pupils to ensure they achieve a minimum of age-related expectations with the school's aspiration being higher than this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gap in attainment opened due to global pandemic and home learning (During lockdown).
2	Parents unable to support learning at home (Reading, phonics practise, homework, times tables)
3	Demands for individualised speech and language support.
4	Wellbeing support for pupils.
5	Disadvantaged pupils attendance at school being 97%.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Ensure Pupil Premium children achieve the age related attainment by the end of the academic year.</p> <p>Continue to achieve at least national average progress scores in KS2 reading, writing and mathematics.</p>	<p>Pupil Premium children make more than expected progress in order to diminish any differences in learning by continuing to deliver quality first teaching. To resource year groups with an additional teacher to facilitate teaching groups with low class numbers.</p>
<p>To provide all our pupils with a balanced and enriched curriculum that motivates, inspires and engages, specifically focusing on increasing physical activity.</p>	<p>Commitment to having competent + engaged additional support staff across the school. There are high quality interactions from adults to develop communication and language skills.</p>
<p>Achieve local authority average expected standard in PSC.</p>	<p>All staff can support all learners in their reading, language and writing development. All children are supported appropriately and effectively, particularly in Year 1+2 phonics.</p>
<p>To maintain high attendance levels.</p>	<p>Pupil premium pupils to achieve 97% attendance for the academic year.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£115,535**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional SENCO.</p> <p>£78,250</p>	<p>An experienced, additional SENCO, working closely with the SENCO SLT member to develop the provision for KS2 pupils will improve outcomes.</p> <p>Targeted use of SENCO's to develop learning spaces that best regulate pupils.</p> <p>Staff training is increased, developing support staff competency.</p> <p>SENCO's have teaching responsibilities, modelling good</p>	<p>1, 2, 3, 4.</p>

	practice + developing school provision.	
Employment of SENCO learning mentor to support pupil learning. £37,285	Employing SEN mentor to ensure all children are supported appropriately and effectively, particularly in social + emotional as well as targeted interventions.	1, 3, 4.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£38,036**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of speech and language therapists Approx £12,000 per term (27-32 sessions @£430 per session) £36,000 pa	Whole school approach: Speech and language programs delivered by a therapist employed one day per week. The individualised speech and language programme is continued by trained TAs. Pupils are assessed rapidly and interventions in place.	3
Rainbow Club resources £6036	Rainbow club offers directed, structured interventions to pupils for an additional 4 hours per week. pupils make progress and outcomes improve.	1, 2, 3, 4, 5.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£125,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Community Wellbeing Advocate. £31,600	To continue to employ a Community Wellbeing Advocate leading on community events and improving links with parents through workshops.	2, 4, 5.

Employment of Play Therapist (2 days per week) @£220 per session £17,160	Intense play therapy for individuals and group sessions.	4,5
Employment of a School Counsellor. £25,000	School based counsellor supports pupil emotional wellbeing and specialised counselling to pupils in need.	4.
Employment of an Attendance Officer. £28,500	School based Attendance Officer provides support to families.	5.
Educational visits and residential. £44,280	Offering a variety of educational visits and residentials increases cultural capital and provides life experiences that Pupil Premium children may not otherwise be exposed to.	1, 5.
Brighter Starts £7,000	Breakfast snack offering for pupils, developing good habits, supporting those without the first meal of the day + preparing children for learning.	1, 4, 5

Total budgeted cost: £278,611

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Creation of a Nurture space/ sensory room for targeted children.

The project has been completed and outcomes met. Our Nurture Room has been completed; providing children with sensory needs, a purpose built space enabling pupils to have intense interactions.

This space provides a unique opportunity for the SENCO's to develop staff's skills and interactions with pupils. Teaching, interactions and interventions are modelled and scaffolded, enabling support staff to engage more competently with pupils.

Additionally, teachers are receiving support in this space on how to improve relationships + understanding of Neuro diverse pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider