

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	SEVEN STARS PRIMARY SCHOOL
Pupils in school	207 pupils in total
Proportion of disadvantaged pupils	104 children = 51%
Pupil premium allocation this academic year	£161,500
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	September 2022
Statement authorised by	Governing Board
Pupil premium lead	Mike Mitchell (Headteacher)
Governor lead	Carol Stunell

Disadvantaged pupil progress scores for July 2019 (no scores for 2020)

Measure	Score
Reading	-0.3
Writing	-0.6
Maths	-3.3 (-1.8 when complex SEND removed)

Strategy aims for disadvantaged pupils (for July 2022 KS2)

Measure	Score
Meeting expected standard at KS2	65% (11/17)
Achieving high standard at KS2	12% (2/17)

Barriers to learning to be addressed by priorities over academic year 2021-22

- A number of pupils not ready to learn (tired, no breakfast, disengaged)
- A number of pupils with poor school attendance and punctuality
- Impact of school closure/s during pandemic
- Parent/carer capacity to support learning (due to critical issues at home)
- Poor language and communication skills on entry to school
- Poor social and emotional skills on entry
- General Social, Emotional and Mental Health needs of pupils
- High level of disadvantaged pupils who are also on the SEND register

Teaching priorities for current academic year 2021-22

Aim / Priority	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> i. 75% disadvantaged pupils at end of EYFS meeting Comprehension early learning goal in line with non-disadvantaged pupils (in school and nationally) ii. At end of KS2, narrow the gap between school disadvantaged and others nationally (to improve results from 59% in 2019 to 65% in 2022) 	July 2022
Progress in Writing	<ul style="list-style-type: none"> i. 75% disadvantaged pupils at end of EYFS meeting Writing early learning goal in line with non-disadvantaged pupils (in school and nationally) ii. At KS2 disadvantaged pupils' writing EXS and GD more in line with non-disadvantaged nationally (to improve results from 68% in 2019 to 75% in 2022) 	July 2022
Progress in Mathematics	<ul style="list-style-type: none"> i. 75% disadvantaged pupils at end of EYFS meeting Number and Numerical Patterns early learning goal in line with non-disadvantaged pupils (in school and nationally) ii. Attainment in mathematics for disadvantaged pupils at the end of KS2 at EXS and GD is closer to National non-disadvantaged (to improve results from 55% in 2019 to 62% in 2022) 	July 2022
Phonics	<ul style="list-style-type: none"> i. 75% disadvantaged pupils at end of EYFS meeting Word Reading early learning goal in line with non-disadvantaged pupils ii. At end of Year 1, to reduce the gap between disadvantaged and others nationally (to improve results from 50% in 2019 to 68% in 2022) 	July 2022
Emotional well-being and behaviour support of pupils post Covid-19	<ul style="list-style-type: none"> i. Children demonstrate increasing resilience ii. Children settle quickly into school / lessons and disruptions are a rarity iii. Reduction in incidents for those children who are receiving 1-1 social, emotional & mental well-being intervention 	
Attendance and absence, including those deemed to be persistent absentees	<ul style="list-style-type: none"> i. Overall attendance of disadvantaged pupils in line with national average (96%) ii. Gap in attendance between disadvantaged and others reduced iii. Reduce % of persistent absence amongst disadvantaged pupils so in line with national average 	
Support for disadvantaged pupils who are also on the SEND register	<ul style="list-style-type: none"> i. Quick identification of disadvantaged pupils with specific learning needs and implementation of strategies to support progress ii. Improved % progress results in Reading, Writing and Maths for Disadvantaged pupils who are also SEND by the end of KS2 	
Access to wider curriculum opportunities	<ul style="list-style-type: none"> i. 75% of disadvantaged pupils accessing wider opportunities (e.g. music, instrument tuition, languages, sports, wider community participation) in line with non-disadvantaged 	

Targeted academic support for current academic year (2021-22)

Measure	Activity
Reading	<p>a) Implement EYFS strategies towards Early Learning goals to all pupils (and monitor progress of disadvantaged pupils) of:</p> <ul style="list-style-type: none"> ○ Demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ○ Anticipating – where appropriate – key events in stories ○ Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>a) Implement ‘reading challenge’ throughout the school to encourage a love for reading high quality texts (and monitor engagement by disadvantaged pupils) using events such as Scholastic Books Fair, visiting authors, membership of local library and school library as catalysts for engagement</p> <p>b) Continue to embed reading strategies of Guided reading at KS1/Y3 and move towards whole class shared novels and common expectations for all to engage in comprehension of high quality texts</p> <p>c) Disadvantaged pupils to be prioritised as daily/weekly ‘targeted readers’ (to be heard and mentored in their reading skills)</p> <p>d) Training for all staff at the beginning of the year in reading</p>
Writing	<p>a) Implement EYFS strategies towards Early Learning goals to all pupils (and monitor progress of disadvantaged pupils) of:</p> <p>b) Writing recognisable letters, most of which are correctly formed</p> <p>c) Spelling words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>d) Writing simple phrases and sentences that can be read by others.</p> <p>e) Focus on Disadvantaged pupils when conducting Key Stage ‘book monitoring’ exercises and identify areas for writing intervention</p> <p>f) Focus on vocabulary teaching across reading and writing, recording new words so that they can use them independently in their writing with focus on increasing vocabulary of disadvantaged pupils</p> <p>g) Spelling shed to be introduced and implemented across the school with disadvantaged pupils monitored and 1:1/group interventions</p> <p>h) Training for all staff (and mentoring for new teachers) in effective writing strategies and interventions for all pupils monitoring disadvantaged pupils</p> <p>i) To regularly provide staff with the opportunities to share best practice in writing through key stage/phase meetings, triangulation and book looks.</p>
Maths	<p>a) Implement EYFS strategies towards Early Learning goals to all pupils (and monitor progress of disadvantaged pupils) of:</p> <ul style="list-style-type: none"> ○ Having a deep understanding of number to 10, including the composition of each number ○ Subitising (recognise quantities without counting) up to 5 ○ Automatically recalling (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts ○ Verbally count beyond 20, recognising the pattern of the counting system ○ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ○ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally <p>a) Training of all staff and implementation of Red Rose (Lancashire) Maths Mastery scheme Years 1 to 4 (monitoring impact on Disadvantaged pupils and implementing interventions where necessary)</p> <p>b) Ensuring proficiency in Maths through the learning of key number facts through TTRocks activities, regular multiplication grid tasks and various repeated activities that embed number and number patterns / procedures</p> <p>c) To regularly provide staff with the opportunities to share best practice in maths through key stage/phase meetings, triangulation and book looks.</p>
Phonics	<p>a) Continue daily phonics sessions at EYFS and KS1</p>

	<p>b) Continue to purchase phonically de-codeable reading schemes and home reader books for EYFS & KS1 pupils</p> <p>c) Purchase and implementation of new validated high quality phonics scheme (with training) for new academic year (Phonics Bug) for implementing across the school</p> <p>d) Investment in Phonics training (refresher and new staff) by Lancashire Phonics/Reading specialist early in academic year</p> <p>e) Review and implementation of phonics tracking system</p> <p>f) Re-instigation (post-lockdown/bubbles) of phonics streaming to ensure phonics sessions targeted to stage of pupils with regular reviews</p> <p>g) Re-introduce parent phonics workshops and training materials (ensuring attendance of as many parents of disadvantaged pupils as possible)</p>
Barriers to learning these priorities address	<p>The above strategies overcome the barriers, typically experienced by disadvantaged pupils, of:</p> <ul style="list-style-type: none"> ➤ Lack of access to a wide range of reading materials at home ➤ Lack of access to a rich and wide vocabulary at home ➤ Learning anxieties due to lack of proficiency and confidence in basic skills ➤ Lack of access to resources such as IT at home when trying to develop proficiency in basic skills ➤ Lack of phonically decodeable materials at home ➤ Lack of parental confidence in some parents/carers to support academic progress of children
Projected spending	£93,300

Wider strategies for current academic year

Measure	Activity
Emotional well-being and behaviour support of pupils	<p>a) Mental Health and Well-being mentor/champion employed to implement SEMH interventions prioritising disadvantaged pupils where appropriate through:</p> <ul style="list-style-type: none"> ○ 1:1 work such as lego therapy, drawing/talking therapy, social skills activities ○ Small group nurture interventions ○ 1:1 support for disadvantaged pupils with mentor receiving coaching from CAMHs key worker where relevant (pre-CAMHs referral support) <p>a) Mental Health 5 year plan put into place and implemented (with CAMHs key worker)</p> <p>b) Regular vulnerable pupils meetings with mentors and senior Leaders to identify areas for intervention</p> <p>c) Training for staff building on previous attachment and trauma training</p>
Family support	<p>a) Family Support Manager employed to support families of disadvantaged pupils helping them to provide a secure, safe and nurturing home and strengthening their ability to deal with crises through in-house support or referral to appropriate agencies/partners</p> <p>b) Developing partnership of parents of disadvantaged pupils empowering families to support each other and find solutions within their networks as well as with school (e.g. parents and toddler groups, links to community groups such as Community Network, food banks and Baptist church, parent events and workshops, facilitating parent courses)</p>
Attendance and absence, including those deemed to be persistent absentees	<p>a) Inclusion Mentor employed (part of Mental Health champion role as above) to ensure best possible attendance and punctuality by disadvantaged pupils through:</p> <ul style="list-style-type: none"> ○ home-visits for persistent absence ○ support and incentives (e.g. free breakfast club) to parents who are struggling to get children to school on time ○ meetings with parents/carers and monitoring of attendance issues
Support for disadvantaged	<p>a) Training for EYFS team in identifying early signs of pupils who may have specific learning difficulties and strategies to address them (early intervention) –with referral to</p>

<p>pupils who are also on the SEND register</p>	<p>external agencies where appropriate</p> <p>b) Observations, reports and recommendations from Educational Psychologist (Applied Psychologies) implemented and reviewed by teachers, TAs and SENCo</p> <p>c) Precision Teaching interventions delivered daily by class TAs with refreshed training and resources Dyslexia / IDL (purchase of resources and training)</p>
<p>Access to wider curriculum opportunities</p>	<p>a) Disadvantaged pupils in each class to have access to experiences they may not normally have access to linked to key knowledge and concepts in the curriculum building on prior learning and preparing for future learning and life (e.g. visits both within Leyland and further afield such as residential trips or theatre trips; visitors; experiences)</p> <p>b) To employ a teacher one day a week to support all pupils including disadvantaged pupils to have access to an outdoor curriculum that:</p> <ul style="list-style-type: none"> ○ builds on and develops links to key knowledge in their year group curriculum (e.g. in science and geography) ○ raises awareness of the environment and connects pupils with the natural world around them (improving well-being and engagement) ○ develops vocabulary and communication (research suggests this improves when pupils learn outdoors) ○ supports teambuilding and key communication and social skills <p>a) Music tuition:</p> <ul style="list-style-type: none"> ○ music specialist employed one afternoon per week in upper Key Stage 2 classes ○ Choir after school for KS2 pupils with preference given to disadvantaged pupils <p>a) Modern Foreign Language:</p> <ul style="list-style-type: none"> ○ Spanish teacher employed to teach KS2 classes for one afternoon a week ○ Year 2 after school Spanish club (led by specialist teacher) with disadvantaged pupils prioritised and encouraged to attend
<p>Barriers to learning these priorities address</p>	<p>The above strategies overcome the barriers, typically experienced by disadvantaged pupils, of:</p> <ul style="list-style-type: none"> ➤ Struggling with paying attention, staying focused, organising, regulating emotions, self-monitoring as a result of: <ul style="list-style-type: none"> - Contextual factors / ACEs / attachment or trauma issues - Mental and emotional issues - ADHD or other conditions either diagnosed or not yet identified ➤ Lack of capacity by external support services such as CAMHs for pupils with lower level mental, emotional and social issues ➤ Family crises that can create anxieties and affect concentration / focus of pupils ➤ Lack of confidence and anxieties / concerns of parents/carers who need some additional support ➤ 25/104 (24%) of disadvantaged pupils are also on the SEND register ➤ Lack of routines of some families resulting in poor attendance or punctuality ➤ Lack of access to experiences due to families not being able to afford transport or the cost of the experience itself
<p>Projected spending</p>	<p>£68,200</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>i. Keeping such a large proportion of disadvantaged pupils with complex needs at the centre of the ongoing monitoring processes</p> <p>ii. Maintaining high expectations for</p>	<p>a) Key Stage Leaders / Senior Leaders to:</p> <ul style="list-style-type: none"> ○ Hear disadvantaged pupils read and monitoring identified pupils 1:1 ○ Identify progress of disadvantaged pupils in regular

	<p>all children</p> <p>iii. Ensuring consistency by all staff</p> <p>iv. Maintaining the high level of support staff to deliver interventions and support</p>	<p>book monitoring exercises (in Key Stage Teams)</p> <p>a) Pupil Progress meetings</p> <ul style="list-style-type: none"> ○ SENCO 1:1 with teachers (SEN focus) ○ HT 1:1 with teachers (focus on disadvantaged pupils) ○ Key Stage/phase progress meetings <p>a) Training for all staff in teaching & learning strategies and curriculum</p>
Targeted support	<p>i. Difficult to ensure resources are targeted effectively and children identified quickly enough when there are so many disadvantaged pupils within the school</p> <p>ii. Ensuring all staff keep up to date with the large and changing needs of pupils and aware of how to address the intervention needs of the pupils in the class</p> <p>iii. Ensuring effective communication opportunities between staff delivering interventions and teachers / leaders</p>	<p>Interventions mapped and monitored by:</p> <p>a) Teachers with class team at the start of each term and reviewed both ongoing and towards the end of the term</p> <p>b) Parents involved and informed of interventions at start of intervention and at review periods</p> <p>c) SENCo reviews the interventions at termly SEN pupil progress meetings</p> <p>d) Key Stage/Phase Leaders facilitate discussion of interventions (successes and challenges) at regular Key Stage/phase meetings (monthly)</p> <p>Staff kept up to date via CPOMs on-line reporting system and feedback from Mentors when incidents take place</p> <p>Mental Health & Well-being mentor/champion to feedback regularly to class teachers progress of disadvantaged pupils with nurture/therapy interventions</p>
Wider strategies	<p>a) Instilling aspiration and sense of value of education in some parents/carers who may not have had a good experience of school themselves</p> <p>b) Dealing with the sudden crises that can take place in the lives of some disadvantaged homes creating instability for the pupil</p> <p>c) Engaging with parents/carers some of whom do not want to engage with services or school support (or who do not give consent for support) or whose home circumstances present challenges for maintaining good routines for attendance, punctuality or keeping critical appointments</p> <p>d) Finding the time to manage the large amount of administration accompanying referrals for external support and/or services (e.g. referrals to CAMHs, for Educational Psychology support, requests for assessment, referrals for Early Help)</p> <p>e) Engaging with disadvantaged pupils and parents to ensure</p>	<ul style="list-style-type: none"> ➤ Monitor engagement of parents/carers of disadvantaged pupils at: <ul style="list-style-type: none"> - Parents evenings - Appointments - Workshops/events (e.g. phonics; science fair) ➤ Regular vulnerable pupil meetings with mentors and SLT to ensure no child is missed and everyone is up to date with changes in pupils' circumstances (and anything that needs doing is happening) ➤ Regular attendance feedback from mentor to HT and school governors ➤ Additional release time (or time away from school) for DHT/SENCo and mentors to complete essential administration/paper-work for referrals and support (and HT monitor this through regular 'check-ins' and at vulnerable pupil meetings) ➤ Identify number of disadvantaged pupils at wider opportunity clubs (and get feedback from pupils and parents of opportunities)

Review: last year's aims and outcomes (from old format)

Aim	Outcome
<p><u>Mental health and well-being mentor to:</u> -ensure best possible attendance and support for pupils given the COVID-19 restrictions and need for pupils to self-isolate (keeping in touch calls and helping with anxieties)</p> <p>-Nurture: supporting pupils with Relationships, Engagement, Achievement, Confidence and Hope (our 'REACH for the Stars' recovery plan) – given the heightened anxieties of a number of our more vulnerable pupils. To reduce anxieties and provide a caring, safe place where children can thrive</p> <p>-1:1 support for PPG children displaying signs of poor mental health (e.g. lego therapy)</p>	<p>During the pandemic teachers and mental health mentor maintained contact via phone and through virtual platforms to ensure PPG/disadvantaged pupils were safe and engaged in learning (on top of attendance at school where possible)</p> <p>REACH assessment tool used as an informal means of assessing PPG+ pupils on their return from lockdown.</p> <p>Children settled back to school well and re-engaged with learning.</p> <p>Lego therapy supported PPG children who were vulnerable</p>
<p><u>Family Support manager to:</u> -to support families to provide a secure, safe and nurturing home for the children to help them with their learning and improved life-chances -to develop parent partnership initiatives empowering families to support themselves and each other -to offer an open door for families facing challenges</p>	<p>Families supported during pandemic and beyond with external support, phone calls, home visits where able</p> <p>Individual parents of PPG pupils received parenting workshops</p>
<p><u>Use of highly skilled support staff to:</u> -intervention delivery to groups of children in each class</p> <p>To develop consistent class teams that provide pastoral consistency for pupils and families.</p> <p>To have a stable class team that can establish attachments and trust for pupils who have often faced challenging circumstances.</p> <p>To see improvements and progress in outcomes for all PPG pupils narrowing the gap with non-PPG pupils.</p>	<p>Interventions continued with PPG pupils (e.g. precision teaching; social skills; maths intervention) to support children with maintaining confidence in all subjects</p> <p>PPG pupils who struggled with social and emotional issues on return from lockdown received pastoral support from a known adult in class</p> <p>No standardised data or assessments at the end of 2021 but books and informal assessment indicate progress in learning for PPG pupils despite challenges</p> <p>Work on remote learning continued for PPG pupils with all staff engaging with pupils remotely managing staff illness and covering for each other where necessary to support the progress of pupils</p>
<p>Specialist support for high needs pupil to support provision strategies</p>	<p>Educational Psychologists have worked with a number of PPG pupils which has supported the process for meeting their specific needs (some of whom have been granted EHCPs)</p> <p>The local PRU outreach service has also worked with a number of PPG pupils struggling with behaviour and we have seen <u>good progress</u> and improved engagement</p>
<p>To improve outcomes for PPG pupils addressing specific</p>	<p>WellComm intervention scheme purchased and being</p>

area of Speech and Language	used to identify pupils TAs have worked with PPG pupils on Speech and Language targets with improvements seen in pupils.
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