

Pupil premium strategy statement

SEVEN STARS PRIMARY SCHOOL



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198 (YR-Y6 September 2022)
Proportion (%) of pupil premium eligible pupils	51% (September 2022) 101 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Mike Mitchell
Pupil premium lead	Mike Mitchell
Governor	Carol Stunell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168, 865
Recovery premium funding allocation this academic year	£17, 653
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£186, 518

Part A: Pupil premium strategy plan

Statement of intent

At Seven Stars school we are committed to improving the life chances for all the children in our care including those deemed to be most vulnerable or disadvantaged. We are a highly inclusive school where 'every child matters' and our intent is to 'open doors' for our pupils into successful learning and successful lives through high quality teaching and learning based around an exciting and sequenced 'open doors' curriculum.

We believe that every child can reach their full potential with the right opportunities and support, and through our school values we encourage all our pupils to be contributors to the well-being of others throughout society.

As a school, we strive to ensure that our Pupil Premium children have excellent learning and experiential opportunities, both inside and outside of school.

All teachers, support staff and school leaders are involved in the accurate gathering and analysis of assessment data, monitoring of learning and identification of pupils' needs. This results in a strong awareness of their strengths, areas for development and context throughout the school and a clear plan for intervention and support for each pupil and group of pupils.

At Seven Stars school we provide a culture where:

- Staff believe in ALL children
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support children and parents/carers to develop growth mind sets towards learning
- A love of learning is nurtured and encouraged
- Lifelong learning and skills are nurtured
- The mental health and well-being of our children and families are supported

We support pupils through additional adult support, targeted interventions and group work. Regular analysis and monitoring is carried out to ensure that our children are receiving the best and most relevant provision for their needs.

The priorities for our eligible learners for this academic year (based on key barriers to learning) are:

- Providing pastoral care and interventions to ensure barriers are removed and learners are well supported and ready to learn.
- Providing additional skilled educational support staff within the classrooms and across the school to enhance quality first teaching to narrow any gaps in attainment.
- Providing tailored interventions to meet the needs of our learners to support them in making progress.
- Providing support from additional professionals such as Educational Psychologists or Behaviour Consultants to ensure the highest level of targeted support for children with specific barriers to their learning.
- Providing access to wrap around care for children for whom this would benefit their daily readiness for school.
- Enabling the provision of a high quality Nurture intervention class to address issues of attachment, emotional literacy, mental health interventions and confidence as learners
- Provide Welfare and wellbeing support for pupils through the Welfare team, who support pupils when needed, as well as monitoring attendance, meeting with parents and providing access to a trained counsellor where necessary.
- Have a fully trained speech, language and communication therapist who provides base line assessments with all pupil premium children, as well as guidance and support where needed throughout the school phases.
- Provide access to a range of IT/Computing resources to support high quality learning beyond the school.
- Arrange Visits, Theatre companies, Visitors and Project work to enhance the curriculum and raise attainment.
- Offer experiential Learning and Broadening horizons through the school experiential learning areas.
- Support access to subsidised visits and residential visits.
- Facilitate Staff and Parent Continual Professional Development to raise awareness and mindfully

use current research and best practice to develop our own pedagogy, and therefore positively impacting outcomes for pupils and families.

- Support access to Clubs and Music - this includes access to a music director, voice training and also the opportunity to learn instruments, as well as purchasing their own recorder and having regular lessons within the classroom. We also provide subsidised lessons for pupils to learn additional tuned instruments and pay for exams and qualifications.

Challenges

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

Challenge number	Detail of challenge
1	Continuing impact of COVID and pupil context on attainment in Reading, Phonics, Writing and Maths
2	Attendance / punctuality (persistent absence by some families)
3	Continuing impact of COVID on concentration, attitude to learning, resilience, learning stamina and tolerance (low level mental health challenges)
4	Parental anxiety and mental health challenges as a result of stress caused by COVID and cost of living related poverty (with accompanying lack of opportunity for wider learning and cultural experiences)
5	Multiple factors of disadvantage including number of Pupil Premium pupils who are also on the SEN register (and who are also at the edge of care or with Social Care involvement for support due to circumstances)

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
Improved attainment and progress in Reading (including Phonics)	<p>All year groups see improved progress for PPG pupils over the year with increase in % reaching age-related expectations from their various starting points in July of previous year</p> <p>-Y6 SATs PPG attainment (2022: 44% 8/18) 2023 target: 47% (7/15) – SEN: 70% (7/10)</p> <p>Increase in number of books read (and improved reading levels/stages over the year)</p> <p>-Y1 phonics PPG attainment (2022: 46% (5/11) – SEN: 56% (5/9) – persistent absence pupils: 71% (5/7) 2023 PPG phonics target for Y1: 60% (6/10) 2023 PPG phonics target for Y2: 75% (9/12)</p>

<p>Improved attainment and progress in Writing</p>	<p>All year groups see improved progress for PPG pupils over the year with increase in % reaching age-related expectations from their various starting points in July of previous year</p> <p>-Y6 SATs Writing/SPAG attainment (2022: 39% 7/18) 2023 target: 40% (6/15) – SEN: 60% (6/10)</p> <p>Improved quality of Writing published - monitored via moderation within school and externally</p>
<p>Improved attainment and progress in Maths</p>	<p>All year groups see improved progress for PPG pupils over the year with increase in % reaching age-related expectations from their various starting points in July of previous year</p> <p>-Y6 SATs Maths attainment (2022: 11% 2/18) 2023 target: 47% (7/15) – SEN: 70% (7/10)</p> <p>Improved confidence with instant recall of number facts appropriate to age of PPG pupils (measured through results of regular number facts activities such as TT Rockstars and grid work)</p>
<p>Improved attendance and punctuality</p>	<p>2022: PPG: 91.8% (Non-PPG: 95.9) Target for end of 2023: 95%+</p>
<p>Increased engagement in extra-curricular opportunities</p>	<p>Increased number of additional opportunities in and beyond the school for PPG pupils to engage with including Music; Sport; Wrap-Around clubs</p> <p>Increase over the year in the % of PPG pupils engaging in extra-curricular activities (identified on registers of clubs)</p>
<p>Improved mental and emotional well-being</p>	<p>% of PPG pupils who have accessed therapeutic support either in school (e.g. Drawing and Talking) or with external agencies (e.g. Key)</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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for support staff to support learning and ensure a consistently effective support for all pupils:</p> <ul style="list-style-type: none"> • Effective feedback • Phonics Shed • Red Rose Maths • Quality interactions & interventions (including SEN) • Behaviour 	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (<i>EEF – Teaching and Learning Toolkit – Teaching Assistant Interventions</i>)</p>	<p>1, 3 and 5</p>
<ul style="list-style-type: none"> • CPD for teachers: • Phonics Shed • Purple Mash computing • Red Rose Maths Mastery • Science • High Quality teaching (SEN) • Subject leadership • Curriculum development and delivery (subject knowledge) 	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (<i>EEF Teaching and Learning Toolkit – Oral Language Interventions</i>)</p>	<p>1, 3 and 5</p>

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

Budgeted cost: **£102,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tutor employed to support PPG pupils in upper Key Stage 2 who have struggled post-COVID to make effective progress</i></p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>1, 3 and 5</p>
<p><i>One-to-one support (key workers) and additional high quality Teaching Assistant support within lessons in order to ensure focused learning, effective & timely feedback and ensure teachers are able to focus on key groups during lessons (while TAs provide additional/pastoral support where needed to ensure high levels of engagement without distraction)</i></p>	<p>Providing feedback is well-evidenced and has high impact on learning outcomes. Studies of verbal feedback show slightly higher impacts overall (+7 months). (EEF – Teaching and Learning Toolkit - Feedback)</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>1, 3 and 5</p>
<p><i>Structured intervention tutors who are able to deliver specific interventions linked to key learning such as Phonics Shed groups, Precision Teaching, Social Skills, Targeted readers, IDL (dyslexia intervention), Maths specific groups and work related to targeted learning plans</i></p>	<p>In addition to the above evidence around teaching assistants, Phonics interventions have a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics)</p>	<p>1, 3 and 5</p>

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

Budgeted cost: **£75,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance mentors and support who engage with parents/carers of persistently late pupils through phone calls, home visits, meetings, additional support such as bringing children in to school and liaison with outside agencies.</i></p> <p><i>Detailed monitoring and analysis of data is key to identifying where support is needed.</i></p> <p><i>Work around emotional based school avoidance linked to school attendance where appropriate</i></p>	<p>Research (2019) has shown that:</p> <ul style="list-style-type: none"> • Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment. • Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard. • Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. • Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent 	1 and 2
<p><i>Therapeutic interventions by a trained Inclusion Mentor working with vulnerable PPG pupils using a variety of strategies e.g. Drawing and Talking, Sand Therapy</i></p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p> <p><i>(EEF Teaching and Learning Toolkit – Social and Emotional Learning)</i></p>	3 and 4
<p><i>Extra-curricular provision improving cultural capital for PPG pupils who may not get the opportunities that other pupils have available to them</i></p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	4
<p><i>Parental engagement via Family Support Manager linking parents to support, networks, strengthening families through challenges</i></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><i>(EEF Teaching and Learning Toolkit – Parental Engagement)</i></p>	4

Total budgeted cost: £187, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2021-22

End of KS2 (Y6) attainment data July 2022					
%	Reading	SPAG	Writing	Maths	Combined (R/W/M)
PPG (18) (+ those who got 99 -threshold of 100 scaled score)	8/18 = 44% (6%GD) (9/18 = 50%)	7/18 = 39%	7/18 = 39% (6%GD)	2/18 = 11% (4/18: 22%)	1/18 = 6% (3/18: 17%)
PPG-SEN (9 SEN)	8/9 = 89%	7/9 = 78%	7/9 = 78%	2/9 = 22%	1/9 = 11%

Whilst disadvantaged pupils performed less well than non-disadvantaged pupils in all subjects at the end of KS2 in 2022, on further analysis it is also true that disadvantaged pupils who were not SEN achieved in line with or better than (in English) non-disadvantaged pupils who were not SEN

End of KS1 (Y2) attainment data July 2022				
%	Reading	Writing	Maths	Combined (R/W/M)
PPG (21)	8/21 = 38%	7/21 = 33%	9/21 = 43%	7/21 = 33%
PPG-SEN (8 SEN)	8/13 = 62%	7/13 = 54%	9/13 = 69%	7/13 = 54%

End of EYFS (Reception) attainment data July 2022			
%	Literacy (combined)	Maths (combined)	Good Level of Development (GLD)
PPG (21)	2/11 = 18%	3/11 = 27%	3/11 = 27%
PPG-SEN (8 SEN)	2/7 = 29%	3/7 = 43%	3/7 = 43%

Disadvantaged pupils (both with and without SEN) attainment was well below non-disadvantaged pupils at the end of EYFS and KS1 in 2022 and this is partly attributable to the impact of COVID during the previous two crucial years when home-schooling for disadvantaged pupils in need of skilled teaching of basic skills in phonics and number was especially challenging.

Y1 phonics

PPG attainment June 2022:

All PPG: 46% (5/11)

– SEN: 56% (5/9)

– persistent absence pupils: 71% (5/7)

Whilst disadvantaged pupils performed less well than non-disadvantaged pupils in their phonics screening check at the end of Year 1 in 2022, it is also true that disadvantaged pupils who were not SEN achieved in line with non-disadvantaged pupils and without persistent absent pupils (those <90% attendance) disadvantaged pupils achieved better than non-disadvantaged pupils by 10%

Access to wider opportunities

Disadvantaged pupils were supported to engage in a number of wider opportunities over the year through the support of the Pupil Premium Funding including:

- Year 6 Residential to Hothersall Lodge
- Visitors to school such as musicians, authors, Islam awareness trainer, Money Matters trainer
- Sports clubs and sessions including healthy eating and fitness club, football, rugby, cheerleading
- Additional clubs including Spanish at Year 2 and Choir for Years 4 to 6

Support for mental and emotional well-being

- Approximately 30+ disadvantaged pupils engaged with some form of therapeutic intervention (e.g. Drawing and Talking, Lego Therapy) over the year seeing confidence and resilience built and opportunity to develop emotional literacy and strategies for managing responses to challenging situations (overcoming barriers to learning)

Improved attendance

- Despite the pandemic school remained open for vulnerable pupils and attendance on return to school was in line with national attendance figures (and above when Persistent absence pupils were excluded from the data)
- Attendance was analysed and monitored closely and persistent absence families engaged with regularly (and improvements seen)

Externally provided programmes

Programme	Provider
Phonics Shed SSP introduced to support attainment in Phonics over the year	Phonics Shed

Further information

Our curriculum has been designed and is being developed based around opening doors that would otherwise be closed to disadvantaged pupils.

We have called this curriculum our Open Doors curriculum and the five doors we intend to open through our curriculum are:

1. Key Skills (basic skills of reading, writing and maths. The keys to all the other doors)
2. The World (people, places, environment – beliefs, history, culture)
3. Healthy Lives (relationships, mental and emotional well-being, fitness for life)
4. Creativity (artistic expression and appreciation as well as problem-solving)
5. Communication & Language (developing speaking, listening and vocabulary: reducing the word gap between disadvantaged pupils and those from non-disadvantaged families)

We have a strong focus on PSHE which is based on PSHE Association objectives and adapted to the specific needs of each cohort

Our school values are constantly reinforced, taught and reviewed and include teaching and embedding such values of resilience, determination, tolerance and respect to support disadvantaged pupils with the attitudes needed for learning and social skills important for life.

Breakfast clubs and After-school clubs are frequently subsidised for disadvantaged pupils going through challenging circumstances or to support improving of attendance.

Family Support Manager has an open door for parents / carers of disadvantaged pupils and regularly engages with families in trouble and in need of support (and makes regular referrals for additional support to outside agencies)