

# 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	204 (YR-Y6 September 2023)
Proportion (%) of pupil premium eligible pupils	50% (September 2023) 101 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Mike Mitchell
Pupil premium lead	Mike Mitchell
Governor	Carol Stunell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,940
Recovery premium funding allocation this academic year	£8,463
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£170,403</b>

# 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 'Learning Powers' (participation; concentration; resilience and pride)
- 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:

- 1) Providing pastoral care support to children and families of learners to ensure children are ready to learn
- 2) Providing additional support staff within the classrooms to ensure pupils' learning needs are met in real time in lessons, to support in-class or additional interventions to accelerate progress
- 3) Providing support from additional professionals including Educational Psychologists, Behaviour Consultants and Speech and Language specialists to ensure the most accurate and effective targeted support for children with specific barriers to their learning
- 4) Providing access to wrap around care for children for whom this would benefit their daily attendance and readiness for school
- 5) Enabling the provision of high quality therapeutic interventions (e.g. Drawing and Talking therapy, bereavement support) to address issues of attachment, emotional dysregulation, low esteem
- 6) Provide Welfare and wellbeing support monitoring attendance, meeting with parents and making appropriate referrals to agencies and external intervention where necessary
- 7) Provide access to a range of resources (including IT) to support learning in and beyond school
- 8) Support children with access to enhanced provision including clubs, visits and visitors

## Challenges

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

Challenge number	Detail of challenge (based on assessments and observations)
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class approximately 60% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
2	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class approximately 60% of our disadvantaged pupils arrive below age-related expectations compared to 15% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support to various agencies (NEST; Early Help; CSC; Behaviour specialists) as well as in-house support (nurture/therapeutic work/in-class social groups) for disadvantaged pupils remain high. 19 pupils (15 of whom are disadvantaged) currently require additional support (Autumn term 2024) with social and emotional needs and small group therapeutic interventions.</p>
4	<p>Our attendance data indicates that attendance among disadvantaged pupils is general lower than for non-disadvantaged pupils and the percentage of disadvantaged pupils who have been 'persistently absent' compared to their non-disadvantaged peers is generally higher. Our assessments and observations indicate that absenteeism and lateness negatively impacts disadvantaged pupils' progress.</p>
5	<p>Multiple factors of disadvantage including a large number of disadvantaged pupils who are also on the SEN register (on average across the school 53% of disadvantaged pupils are also SEN whilst only 11% of non-disadvantaged pupils are SEN &amp; of those disadvantaged who are not SEN 15% of those have involvement with outside agencies compared to 1% of non-disadvantaged)</p>

## 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) among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 55% of disadvantaged pupils met the expected standard (an increase of 20% on current data) and 65% of non-SEN disadvantaged pupils
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard (an increase of 20% on current data) and 60% of non-SEN disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• .increase in learner confidence, participation in learning, resilience and concentration, particularly for disadvantaged pupils including those with SEND</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence/lateness rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed.</li> <li>• the percentage of all pupils who are persistently absent being below 10% (currently 20%+) for both disadvantaged and non-disadvantaged pupils.</li> </ul>
Improved SEN provision and universal offer for all pupils in our school, particularly our disadvantaged pupils who also have SEN needs	Assessments and observations indicate significantly improved progress in relation to their TLPs and general attainment for disadvantaged pupils who also have additional needs (SEND). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Staff across schools are more confident and have increasing strategies to support pupils with SEND and particularly for those who are disadvantaged.

## 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, intervention support/resources)

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our English teaching (Phonics, Reading, Writing &amp; Oracy) by implementing the Lancashire Talk Programme from Years 2 to 6</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access the Talk Programme CPD (including Local Authority support and release time for the English Subject Leader).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupil. EEF + 5 months:  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>Talk Programme has had proven positive outcomes in a number of schools where it has been implemented in the LA</p>	<p>1, 2, 3,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with Lancashire Red Rose Maths Mastery scheme for Reception cohort and review of Red Rose Maths mastery in all other areas of the school.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Red Rose Maths Mastery resources and CPD (including Local Authority support and release time for the Maths Subject Leader).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	

## Targeted academic support (for in-class structured interventions and support for pupils)

Budgeted cost: **£81,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 3 and 5</p>
<p>High levels of well-trained support staff within lessons and classes in order to ensure focused learning, effective &amp; 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)</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>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</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, overcoming context specific barriers)

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor and Nurture</p> <p>The Learning Mentor works directly with pupils to provide mentoring and/or support over some particular obstacles to learning in relation to behaviour/emotions</p> <p>Improve interactions with others To support pupils who may require emotional /social/ behaviour support</p>	<p>The introduction of these strategies has been found to be an effective method of improving attainment across all key stages by the EEF (+4 months):  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>The EEF provides strong evidence that mentoring can have a positive impact on attainment, attitudes, attendance and behaviour (+2 months):  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a></p> <p>Many barriers to learning can be overcome through working with parents/carers.</p>	1 and 2
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	3 and 4
<p>Various reward schemes, strategies and support to help maintain high attendance and standards</p> <p>Weekly, termly and annual awards to raise motivation of all pupils to attend school and achieve ambitious targets</p>	<p>Significant amount of research linking high attendance and academic attainment. The following report was written by the DFE:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to2014-academic-year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to2014-academic-year.pdf</a></p>	4
<p><i>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.  <i>(EEF Teaching and Learning Toolkit – Parental Engagement)</i></p>	4

**Total budgeted cost: £171,000**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at the end of KS2 the gap between disadvantaged and non-disadvantaged pupils is continuing to widen, as indicated in the grid below, hence the review of all our strategies and additional CPD throughout school. This data is very cohort specific (with a number of SEN pupils in 2018/19 who were non-disadvantaged whilst in 2023/24 there were a high number of disadvantaged pupils who had additional needs, outside agency support and adverse experiences)

<b>% gap between disadvantaged</b>		
<b>KS2 results (comparison)</b>	<b>2018/19 (pre-pandemic)</b>	<b>2023/24</b>
Reading	15.2	51.4
Writing	+ 2.7	59.7
GPS	+20.1	38.3
Maths	19	51
Combined	+22.8	54.9

We also compared data to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that the gap in attainment is less when considering disadvantaged pupils without SEN (Reading: 20%; Writing: 33%; GPS: 7%; Maths: 11%; Combined: 34%)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that school is very effective in providing support for those pupils (and families) who have multiple disadvantage in terms of their engagement. Attendance and punctuality is only slightly below non-disadvantaged which is an improvement on previous years.

Based on all the information above, the performance of our disadvantaged pupils did not meet our expectations, and we are at present reviewing and implementing a number of strategies as stated above so we can be on course to achieve the outcomes we are setting out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the development of our curriculum, the purchases of specific schemes to support learning and the training delivered to staff (in particular in relation to SEND pupils) are starting to take effect but that we need to build on these strengths over the next period of implementation.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



### 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 Money Matters trainer. Rock Kidz (values)
- Sports clubs and sessions including healthy eating and fitness club, football, rugby,

### Support for mental and emotional well-being

- Approximately 35+ 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

- 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
Red Rose Maths Mastery	Lancashire LA / LPDS
Talk Programme Y2-6	Lancashire LA / LPDS
Monitoring and Intervention support team (to develop Teaching and Learning across school)	Lancashire LA

## 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)

We are in the process of developing a new build (with the DfE) which will mean new classroom environments to inspire learning and a bigger outdoor area for supporting outdoor curriculum work which research has shown has a positive impact on learning outcomes