

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Star of the Sea Primary School
Number of pupils in school (YR-6)	338
Proportion (%) of pupil premium eligible pupils	20% (68) Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it was reviewed	February 2024
Date on which it will be reviewed again	September 2024
Statement authorised by	KD
Pupil premium lead	Alex Raynor
Governor / Trustee lead	Julia Brachtvogel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,396
Recovery premium funding allocation this academic year	N/A
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	£89,396

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for all disadvantaged pupils to make or exceed national expectations and make excellent progress through their time at Star of the Sea. This will be achieved through high quality teaching and learning opportunities for all.

It is also our aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We will achieve this by increasing attendance rates in school and working with families to ensure children come to school on time. We will ensure that pupils have access to any additional support they might need, and that all pupils are appropriately challenged.

We will facilitate pupil access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We will support children to become resilient and independent learners, with our 'Growth Mindset' approach in school.

Challenges

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

Challenge number	Detail of challenge
1	Lower standards in English and Maths overall: There is a gap in attainment between some of our disadvantaged pupils and those who are not on our Pupil Premium register.
2	Attendance: Attendance and punctuality for PP pupils is lower than for other pupils in school, which limits their teaching time and causes them to fall behind on attainment and progress. There are some children who are Persistently Absent.
3	Covid 19 National Lockdown: Engagement with home learning during school closures was varied across our pupil premium families with some PP children engaging well and some families struggling to engage for a range of reasons. The impact of Covid 19 has led to gaps in learning. It has also had a negative impact on the mental wellbeing of some children and their families.
4	Attainment on Entry - Communication and Language skills: A proportion of our children enter Nursery with communication and language skills that are below those expected for their age (42% 2020). In FS2 2020-21, 54% of all PP children were involved with SALT and/or other communication and language interventions. This has had an impact on the level of attainment for reading and writing for many of our children in EYFS and KS1.

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
<i>Improve attainment and progress in English and Maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</i>	<ul style="list-style-type: none"> ● Improved maths results throughout the school ● Y6 data reflects a narrowing of the gap between PP pupils and non-PP in maths ● Improved reading and writing results
<i>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</i>	<ul style="list-style-type: none"> ● PP attendance rates will improve to be in line with the national average and will be comparable with other pupil groups in school. ● There will be a decrease in the number of persistent absentees among pupils eligible for PP.
<i>Improved resilience and emotional wellbeing throughout school supported by targeted strategies in and out of class.</i>	<ul style="list-style-type: none"> ● Pupils demonstrate a stronger sense of resilience and emotional wellbeing in all areas of their school life.
<i>Improved speech, language and communication skills through a variety of activities and interventions.</i>	<ul style="list-style-type: none"> ● Any communication and language difficulties will be identified quickly. ● Effective interventions will take place promptly as well as any referrals to be made where necessary ● This will have an impact on attainment in other areas of the curriculum

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: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths:</p> <ul style="list-style-type: none"> -High quality teaching and effective assessment of children are embedded throughout the school. -Mastery approach used across the school (Nursery – Y6). Resources purchased to support this. White Rose Maths is being used throughout the school in a systematic manner. -Maths Mastery training and other regular CPD offered to all staff. 	<p>EEF - Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>EEF - Mastery learning approaches have consistently positive impacts, particularly in mathematics</p>	1,3
<p>Reading:</p> <ul style="list-style-type: none"> -A consistent approach to reading to be agreed and set out in a reading policy. -A reading spine used in school to promote high quality texts. Class sets of novels purchased, and audit of reading resources regularly completed to ensure all year groups are adequately resourced. To foster a love of reading and books. -The embedding of Read Write Inc Phonics teaching across Early Years and KS1. -Key staff to be trained on Launchpad for Literacy to identify clear next steps for children in Literacy (EYFS/KS1). 	<p>EEF - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Read Write Inc has an excellent track record in raising standards in Phonics and reading.</p> <p>Launchpad for Literacy used by many schools across North Tyneside and advocated as good practice. It identifies and closes gaps, embeds speech and language interventions, ensures progression for all and clarifies quality first teaching. It creates a broad-base of skill readiness for all aspects of literacy, including phonics.</p>	1,3

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

Budgeted cost: £49,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths:</p> <ul style="list-style-type: none"> -Opportunities for all children to access reasoning and problem solving activities -Staff to identify pupils who need support with instant intervention given where possible. -Interventions and mop up sessions for maths (Nursery-Y6) will take place regularly and be robustly monitored. -Y6 Booster Classes will take place in Spring and Summer terms -School Led Tutoring Programme (separate budget) for Maths in small groups, Reception - Y6. Using known staff where possible. 	<p>Research shows that small group work supports and aids learning, addresses misconceptions and can have a positive effect on learners.</p> <p>EEF - High quality feedback for pupils is an effective way to improve attainment.</p> <p>EEF – Pupil Premium Guidance Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>1,3</p>
<p>Reading:</p> <ul style="list-style-type: none"> -Targeted TA and teacher support. Appropriate interventions are in place for identified PP pupils and TA's are timetabled for support -Y6 Booster Classes will take place in Spring and Summer terms. -Additional reading to take place with PP children where necessary -Launchpad for Literacy to be introduced into EYFS and Y1. -School Led Tutoring Programme (separate budget) for English in small groups, Reception - Y6. Using known staff where possible. 	<p>Small target reading groups to increase fluency, comprehension and higher order reading skills.</p> <p>Small group tuition approaches support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and</p>	<p>1</p>

	increase their access to the curriculum.	
<p>Communication and Language skills:</p> <ul style="list-style-type: none"> -TA to regularly work 1:1 / in small groups with children who need SALT -Other effective interventions to take place to include 'BLAST' and 'Time to Talk' in EYFS. -Forest school to take place in Reception to broaden vocabulary as well as communication skills 	EEF – Oral language interventions consistently show positive impact on learning	3,4
<p>Mental health and Emotional well-being:</p> <ul style="list-style-type: none"> - 2x TA's trained as Mental Health First Aiders -School nurse in school every fortnight, to support children 1:1 where appropriate. -NACE training for staff and a Growth Mindset approach to be used across the school. 	Both nationally and within our own setting, the emotional wellbeing of children is one of the most important factors of achievement. Research shows building on a pupil's self-esteem, self-worth and confidence impacts positively on academic achievement, attitudes to learning, social interactions and relationships. The impact of Covid 19 on disadvantaged communities means that ensuring emotional wellbeing for these pupils is essential.	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional well-being:</p> <ul style="list-style-type: none"> -Rainbows Groups and friendship groups to take place in school. -Mindfulness sessions and daily time for reflection to be built into all timetables. - Outdoor area development taken place in Reception to support mental health and well-being. To support social and communication skills, and build a culture of resilience. -Breaktime Buddies (KS1) at playtime -All PP eligible children in Year 3 given opportunity to learn an additional musical instrument for a term - paid for. -Robin Wood trip for all Y6 pupils 	<p>Research shows building on a pupil's self-esteem, self-worth and confidence impacts positively on academic achievement, attitudes to learning, social interactions and relationships. The impact of Covid 19 on disadvantaged communities means that ensuring emotional wellbeing for these pupils is essential.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence</p> <p>EEF - Arts participation has impact on positive attitudes to learning as well as increased emotional well-</p>	3,4

-Healthy snacks provided for children where needed	being	
<p>Attendance:</p> <p>-Provide a wide range of enrichment activities and experiences for children, including before and after school e.g Sports Clubs, French club, theatre trips, educational visits, forest school, music lessons in Y3, pantomime each year.</p> <p>-Four weekly attendance meetings will look at attendance figures as well as discuss strategies for improving attendance for certain pupils</p> <p>-Liaison with attendance officers</p> <p>-Providing specific support/ resources to support families get to school on time</p>	<p>By providing enrichment, exciting and engaging activities throughout the school day and before and after school, children will want to come to school and be more involved in the wider school community.</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>By liaising with attendance officers we can offer bespoke support for pupils who have attendance issues.</p>	2,3

Total budgeted cost: £89,396

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.

	<u>Aim</u>	<u>Outcome</u>
	<p><i>Improve attainment and progress in English across the school for pupils eligible for PP, including more able disadvantaged pupils.</i></p>	<p>Read Write Inc teaching has been firmly embedded in the school, and further staff training takes place regularly to consolidate this further. Reading data has improved significantly and now we are focussing achieving the same in writing.</p> <p>Launchpad for Literacy has been used successfully in Nursery, Reception and Year 1 to quickly identify next steps for particular children. It has supported staff to spot any gaps in knowledge and address any misconceptions quickly. In turn this has impacted positively on the attainment and outcomes for many of our PP pupils.</p> <p>The School Led Tutoring Programme has benefitted PP children across the school. They have had access to individualised learning programmes (1:1 or in small groups) which have positively impacted their levels of</p>

		<p>attainment. Feedback from staff has noted how the SLTP has also really boosted the confidence of many of the PP children in their class, and encouraged them to work with increasing independence.</p> <p>Data from 2022-23 end of Key Stage 1 results show a narrowing of the gap and an increase in attainment for FSM6 children in all areas.</p> <p>Data for 2022-23 end of key Stage 2 shows</p> <p>RWM Numbers of FSM6 children at expected standard increased from 38% to 50% and the gap between FSM6 and non FSM6 children fell from 39% to 19%.</p> <p>Reading. Numbers of FSM6 children at expected standard remained level at 63%, however, the gap between FSM6 and non FSM6 children fell from 24% to 16%.</p> <p>This academic year we are emphasising the focus on reducing the gap in writing too.</p>
	<p><i>Improve attainment and progress in Maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</i></p>	<p>The School Led Tutoring Programme has benefitted PP children across the school. They have had access to individualised learning programmes (1:1 or in small groups) which have positively impacted their levels of attainment. Feedback from staff has noted how the SLTP has also really boosted the confidence of many of the PP children in their class, and encouraged them to work with increasing independence.</p> <p>Maths Mastery teaching continues to have a good impact on the attainment of our Pupil Premium children. Children in EYFS and KS1 have benefitted from the staff training of 'Mastering Number' from NCTEM this year. By following this 'Rekenrek' programme from Reception onwards in the years to come, we hope to support all children to have a deeper understanding of number as they progress throughout the school.</p> <p>End of KS2 data for 2022-2023 showed numbers of FSM6 children at expected standard increased from 38% to 50% and the gap between FSM6 and non FSM6 children fell from 49% to 25%</p>
	<p><i>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP</i></p>	<p>Attendance rates for pupils eligible for FSM and all pupils are a priority for our school. New processes including letters to parents have helped to increase attendance.</p> <p>In 2021-2022 attendance rates for pupils eligible for FSM had increased in line with National figures for the</p>

	<p><i>who are Persistent Absence (PA) decreases.</i></p>	<p>academic year 2021-2022 (90.5%). However, the figure for children who were Non-FSM at our school was 93.2% still a significant gap that we needed to close. As of February 2024, attendance of pupils eligible for PP has risen to 93.14% and the gap to non PP eligible pupils has been reduced to 1.6%.</p> <p>Covid restrictions in place over the year 2021-2022 meant that the wide range of enrichment activities that we wanted to make available to our children did not reach its full potential. Moving forward into 2022-2023, we hope to ensure that a range of before and after school clubs are available for our children to access (and fully funded for our PP children). The aim is that these will provide a range of experiences for children and ensure many are getting to school on time. In 2023-2024 we are offering a range of experiences and opportunities for our PP children including residential visits, challenge days, attending productions, music lessons and after school activities.</p> <p>There has been lots of progress made with many of our Persistent Absence PP pupils, with the majority of PP eligible pupils' attendance improving over the course of this year.</p>
	<p><i>Improved resilience and emotional wellbeing throughout school supported by targeted strategies in and out of class.</i></p>	<p>The emotional well-being of pupils during this particularly challenging time has continued to be a high priority for all staff.</p> <p>Interventions that have taken place, including Time to Talk and Rainbows, have had a positive impact on the wellbeing of those children involved. New lunchtime clubs have benefitted PP children across the school.</p> <p>We have purchased Bounce Forward, a resilience scheme which is being rolled out across KS2 to support the development of resilience skills.</p> <p>Staff training in a 'Growth Mindset' demonstrated to all staff how we can build resilience in all of our children and the ideas behind this have continued to be embedded as part of our daily life.</p> <p>Children enjoy Mindfulness activities daily, and this has proved to be a positive experience for all children involved.</p> <p>The school nurse has been an invaluable support each fortnight in school, and has had a huge impact on the well-being of many of our PP pupils.</p>

		<p>PP children in Year 3 enjoyed learning to play the keyboard in the Spring Term, with many continuing to do so throughout the Summer months.</p>
	<p><i>Improved speech, language and communication skills through a variety of activities and interventions.</i></p>	<p>A number of effective interventions have taken place across EYFS and KS1. This has included daily SALT sessions with highly experienced TA's across these phases. Small group interventions in EYFS, including BLAST and Time to Talk, have boosted the language and communication skills of children taking part.</p> <p>Moving forward, we hope to provide more experiences and opportunities for our PP children. We hope this will build on and extend the level of vocabulary and spoken language skills for many of our children.</p>