



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2025 to 2026 academic year) to help improve 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. It forms part of our 3 year Pupil Premium Strategy from 2024 – 2027.

### School overview

| Detail                                                                                                          | Data                                |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------|
| School name                                                                                                     | Star of the Sea Primary School      |
| Number of pupils in school                                                                                      | 297                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 27% (79 Pupils)                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published                                                                               | April 2026                          |
| Date on which it will be reviewed                                                                               | April 2027                          |
| Statement authorised by                                                                                         | Kathryn DiMambro (Headteacher)      |
| Pupil premium lead                                                                                              | Sarah Taylor and Catherine Mernin   |
| Governor / Trustee lead                                                                                         | Julia Brachtvogel                   |

### Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £100,376 |
| Recovery premium funding allocation this academic year                                                                                                                      | N/A      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £100,376 |

## 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                | <b>Lower standards in English and Maths overall:</b> There is a gap in attainment between some of our disadvantaged pupils and those who are not on our Pupil Premium register.                                                                                                                                                                                                                                              |
| 2                | <b>Attendance and Punctuality:</b> 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. A large group of PP children are Persistently Absent.                                                                                                                                                      |
| 3                | <b>Attainment on Entry - Communication and Language skills:</b> A proportion of our children enter Nursery with communication and language skills that are below those expected for their age. Many more PP children have been 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. |

|   |                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <b>Social, Emotional and Mental Health support:</b> Over the last few years we have seen an increase in the number of children needing support with social, emotional, mental health and behaviour needs. |
| 5 | <b>Children with SEND:</b> Over a third of our Pupil Premium children also have a SEND.                                                                                                                   |

## 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"> <li>● Improved maths, reading and writing results at the end of each Key Stage.</li> <li>● The gap continues to narrow between PP and other pupil groups in the school.</li> </ul>                                                                                      |
| <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"> <li>● PP attendance rates will be comparable with other pupil groups in school.</li> <li>● There will be a decrease in the number of persistent absentees among pupils eligible for PP.</li> </ul>                                                                      |
| <i>Improved resilience and emotional wellbeing throughout school supported by targeted strategies in and out of class.</i>                                                  | <ul style="list-style-type: none"> <li>● Pupils demonstrate a stronger sense of resilience and emotional wellbeing in all areas of their school life.</li> <li>● Children will be able to regulate their emotions more easily, initially with support from an adult and then independently.</li> </ul>     |
| <i>Improved speech, language and communication skills through a variety of activities and interventions.</i>                                                                | <ul style="list-style-type: none"> <li>● Any communication and language difficulties will be identified quickly.</li> <li>● Effective interventions will take place promptly as well as any referrals to be made where necessary.</li> <li>● Voice 21 strategies implemented across the school.</li> </ul> |

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                 |
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|                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>● Focus on new vocabulary will be evident throughout the school including on displays.</li> <li>● Debates will take place at least once every half-term.</li> </ul>                                      |
| <i>All children with SEND have a support plan with targets that are regularly updated and reviewed. The curriculum is adapted and ambitious to meet the needs of all children.</i> | <ul style="list-style-type: none"> <li>● Progress for PP children with SEND is evident from support plans/ EHCPs.</li> <li>● Children can access all areas of the curriculum with adapted work/ modified curriculum where necessary.</li> </ul> |

### 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: £15,000

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>-High quality teaching and effective assessment of children are embedded throughout the school.</li> <li>-Mastering number introduced Y4/Y5.</li> <li>- White Rose Maths is being used throughout the school in a systematic manner. (NCTEM in EYFS).</li> <li>- Children grouped for Maths lessons in KS2 to ensure appropriate challenge, support and adaptive teaching for all.</li> <li>- Live marking/student marking so misconceptions are addressed quickly.</li> <li>-Times-tables prioritised across the school. Daily protected time for practicing times-tables, weekly tests, Awards given out for achievements (Bronze to Platinum Plus).</li> </ul> | <p>EEF – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils<br/> <a href="#">High Quality Teaching – EEF</a></p> <p>EEF – Mastery learning approaches have consistently positive impacts, particularly in mathematics</p> <p>EEF – High quality feedback for pupils is an effective way to improve attainment.</p> <p>EEF – Pupils should be able to recall their times tables quickly. Those who don't may well have</p> | 1                             |

|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
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|                                                                                                                                                                                                                                                                                                                                                                                        | difficulty with more challenging maths later in school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
| <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-A reading spine used in school to promote high quality texts.</li> <li>-The introduction and embedding of a new phonics scheme – ELS. Online training for all staff involved. This program frees up more staff, so they are available to plug gaps and carry out interventions immediately.</li> </ul>                  | <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><a href="#">EEF – Phonics</a></p> <p>Essential Letters and Sounds (ELS) is a DfE-validated, systematic synthetic phonics programme designed to ensure all children read well and quickly. It focuses on the "keep up, not catch up" principle.</p>                                                                                                 | 1,3 |
| <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>- Whole school Oracy policy.</li> <li>- Voice 21 strategies to be implemented across the school.</li> <li>- Emphasis on new vocabulary and discussing where words come from/ root of words etc.</li> <li>- All topic vocabulary and new vocabulary displayed throughout classrooms and in knowledge organisers.</li> </ul> | <p>Voice 21 states that on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11, and 1.6 times at age 5. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer mental health difficulties. A focus on developing oracy skills is crucial.</p> | 1,3 |

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

Budgeted cost: £75,000

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
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| <p><b><i>Maths, Reading and Writing:</i></b></p> <ul style="list-style-type: none"> <li><i>-Interventions and mop up sessions for RWM (Nursery-Y6) will take place regularly and be robustly monitored.</i></li> <li><i>-Y6 Booster Classes will take place in Spring and Summer terms</i></li> <li><i>-Priority marking for PP children</i></li> <li><i>- Disadvantaged pupils will read regularly with an adult in school</i></li> <li><i>- Phonics interventions led by Teachers/ TA's taking place daily for a number of disadvantaged pupils.</i></li> <li><i>- Regular meetings with SENCO to update targets, support plans and class provision maps – used to inform interventions and targeted support.</i></li> </ul> | <p>Research shows that small group work supports and aids learning, addresses misconceptions and can have a positive effect on learners.</p> <p><a href="#">EEF – Small Group Tuition</a></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. Classroom teachers and teaching assistants providing targeted academic support, including 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.</p> <p><a href="#">EEF – Targeted Support</a></p> <p>EEF – High quality feedback for pupils is an effective way to improve attainment.</p> <p><a href="#">EEF – Feedback</a></p> | 1,3,5                         |
| <p><b><i>Communication and Language skills:</i></b></p> <ul style="list-style-type: none"> <li><i>- 1 TA and 1 Teacher will carry out WellComm interventions in Nursery, Reception, Year 3 and Year 4.</i></li> <li><i>-TA's will work regularly 1:1 / in small groups with children who need SALT</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              | <p>EEF – Oral Language interventions consistently show positive impact on learning.</p> <p><a href="#">EEF – Oral Language Interventions</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3,5                           |

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| <p>-Other effective interventions to take place to include 'Over and Over' and 'Time to Talk' in EYFS.</p> <p>-Forest School has started to be used in EYFS as a way to broaden vocabulary and support communication skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |      |
| <p><b>Mental health and Emotional well-being:</b></p> <ul style="list-style-type: none"> <li>- 2x TA's trained as Mental Health First Aiders</li> <li>-School nurse in school every week, to support children 1:1 where appropriate.</li> <li>-NACE training for staff and a Growth Mindset approach to be used across the school.</li> <li>- Use of Zones of Regulation across the school.</li> <li>- 1 Teacher trained in Drawing and Talking Therapy to help children overcome trauma</li> <li>- Teaching Assistant working with disadvantaged children 1:1 throughout the day to support with SEMH needs.</li> <li>- 1 Teacher has completed Forest School Training and the development of our Forest School area is well underway. Pupil Premium children have been part of developing the area and planting trees.</li> </ul> | <p>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.</p> <p><a href="#">EEF – Social and Emotional Learning</a></p> | 4, 5 |

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

Budgeted cost: £10,376

| Activity                                                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                        | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Emotional well-being:</b></p> <ul style="list-style-type: none"> <li>-Mindfulness sessions and daily time for reflection timetabled for the end of each day.</li> <li>- 1 Teacher has completed Forest School Training and the development of our</li> </ul> | <p>Research shows building on a pupil's self-esteem, self-worth and confidence impacts positively on academic achievement, attitudes to</p> | 3, 4                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |   |
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| <p><i>Forest School area is well underway. Pupil Premium children have been part of developing the area and planting trees.</i></p> <ul style="list-style-type: none"> <li><i>-Sports clubs and music lessons are paid for where needed to ensure all PP children can take part in extra-curricular activities.</i></li> <li><i>- Drawing and Talking Therapy</i></li> <li><i>-Robin Wood trip for all Y6 pupils</i></li> <li><i>-M&amp;M Theatre Production in school, with workshop for all PP children after.</i></li> <li><i>-Healthy snacks and breakfast provided for children where needed</i></li> <li><i>- Dedicated time for Teacher/ TA's to spend with PP children – supporting with interests, academic or emotional development.</i></li> <li><i>-Nurture lunch time room used by a range of Pupil Premium children. Run by teachers and TAs every lunch time.</i></li> </ul> | <p>learning, social interactions and relationships.</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-being</p> <p><a href="#">EEF – Arts Participation</a></p>                                                                        |   |
| <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li><i>-Provide a wide range of enrichment activities and experiences for children, including before and after school e.g Sports Clubs, French club, sewing club, coding club, Lego club, theatre trips, educational visits, forest school, Royal Shakespeare Company, pantomime each year.</i></li> <li><i>-Liaison with attendance officers</i></li> <li><i>-Providing specific support/ resources to support families get to school on time</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <p>Our rationale is that 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.</p> | 2 |

Total budgeted cost: £100,376

## 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 2024 to 2025 academic year.

In Reception, outcomes for disadvantaged pupils far exceeded the outcomes of their non-disadvantaged peers (in school and nationally) by Summer 2025. All Pupil Premium children (FSM6) achieved the expected level for all 17 areas of the curriculum. Interventions that have been taking place in EYFS to support pupils develop effective language and communication skills have been very successful over the last two years.

#### EYFS (5 FSM6, 30 non-FSM6)

| EYFS<br>End of Reception | FSM6 Pupils in<br>school GLD | Non-FSM6 Pupils<br>in school GLD | FSM6 North<br>Tyneside GLD | FSM6 Nationally<br>GLD |
|--------------------------|------------------------------|----------------------------------|----------------------------|------------------------|
| Comprehension            | 100%                         | 66.7%                            | 76.2%                      | 67.4%                  |
| Word Reading             | 100%                         | 56.7%                            | 70.4%                      | 60.3%                  |
| Writing                  | 100%                         | 63.3%                            | 62.9%                      | 54.8%                  |
| Number                   | 100%                         | 76.7%                            | 74.8%                      | 64.7%                  |
| Numerical<br>Patterns    | 100%                         | 76.7%                            | 74.8%                      | 63.8%                  |

In the Phonics screener, Pupil Premium pupils outperformed their disadvantaged peers locally and nationally. However, there was a gap in attainment of 14% between our disadvantaged and non-disadvantaged children in school. This will continue to be addressed, and Phonics will continually be assessed to ensure gaps in knowledge are dealt with quickly. The new ELS phonics scheme introduced in September 2026 will mean that children are exposed to more sounds earlier which should support children to be confident in their sounds more quickly. This should also have an impact on their writing as they move up the school.

#### KSI

| Phonics Screener                   | FSM Pupils in<br>school EXP+ | Non-FSM6 Pupils<br>in school EXP+ | FSM6 North<br>Tyneside EXP+ | FSM6 Nationally<br>EXP+ |
|------------------------------------|------------------------------|-----------------------------------|-----------------------------|-------------------------|
| Year 1<br>(5 FSM6, 33<br>non-FSM6) | 80%                          | 94%                               | 66%                         | 67%                     |
| Year 2<br>(5 FSM6, 36<br>non-FSM6) | 80%                          | 91.7%                             | 83.1%                       | N/A                     |

In Summer 2025, there was a gap in attainment between FSM6 pupils in school and their non-FSM6 peers. However, the gap has been closing in Reading and GPS in school, demonstrating the impact of Phonics interventions and focus on Grammar in school. As well as this, locally and nationally our Pupil Premium children outperformed their peers in Reading, Writing and Grammar. While the data continues to be disappointing for Maths and therefore RWM, a focus on Maths in the next few years and emphasis on times-tables will hopefully continue to narrow any gaps.

#### KS2 (13 FSM6, 39 non-FSM6)

| End of KS2 Data 2025 | FSM6 Pupils in school EXP+ | Non-FSM6 Pupils in school EXP+ | FSM6 North Tyneside EXP+ | FSM6 Nationally EXP+ |
|----------------------|----------------------------|--------------------------------|--------------------------|----------------------|
| Reading              | 77%                        | 90%                            | 65%                      | 63%                  |
| Writing              | 69%                        | 92%                            | 58%                      | 60%                  |
| Maths                | 46%                        | 82%                            | 61%                      | 61%                  |
| RWM                  | 38%                        | 77%                            | 45%                      | 48%                  |
| GPS                  | 69%                        | 87%                            | 62%                      | 59%                  |

#### Social, Emotional and Mental Health

The emotional well-being of pupils has continued to be a high priority for all staff.

The use of a Nurture Club every lunchtime, run by Teacher's and TAs has proved very successful for a number of our Pupil Premium pupils. It is a calm and happy environment, where lots is on offer to support children develop social skills, positive relationships and have quiet time in school.

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 Pupil Premium pupils.

Staff have been used effectively to work 1:1 with some of our disadvantaged pupils, having a huge impact on the social and emotional well-being of these children and supporting them to take part in all areas of the curriculum.

Interventions that have taken place including Time to Talk, Rainbows, Drawing and Talking have had a positive impact on the wellbeing of those children involved.

Bounce Forward has continued to be used across KS2 to develop resilience skills and the 'Growth Mindset' approach is firmly embedded across the school.