



# Pupil Premium Review 2018-19

Improving Education Together.

1. Summary information					
<b>Academy</b>	Star Academy, Sandyford				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£121,440	<b>Date of most recent PP Review</b>	November 2017
<b>Total number of pupils</b>	223	<b>Number of pupils eligible for PP</b>	92	<b>Date for next internal review of this strategy</b>	November 2018
<b>Total number of LAC pupils</b>	2	<b>Link governor for PP</b>	Mr S Darlington	<b>Lead teacher for PP</b>	Miss L Broadhurst

2. Current attainment (add performance measures)			
	<i>All pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>National Benchmark</i>
<b>2018 KS2 Reading progress score</b>	-3.97	-2.89	0
<b>2018 KS2 Writing progress score</b>	-0.78	-1.39	0
<b>2018 KS2 Maths progress score</b>	-0.91	-0.05	0
<b>2018 KS2 Reading attainment</b>	42%	42%	75%
<b>2018 KS2 Writing attainment</b>	58%	42%	78%
<b>2018 KS2 Maths attainment</b>	54%	58%	76%
<b>2018 KS1 Reading attainment</b>	83%	%	75%
<b>2018 KS1 Writing attainment</b>	70%	%	70%
<b>2018 KS1 Maths attainment</b>	87%	%	76%
<b>2018 Phonics screening</b>	84%	%	83%
<b>2018 EYFS GLD</b>	66%	%	71%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speech and Language development, reading, writing and math on entry are low for pupils eligible for PP.
<b>B.</b>	Progress of pupils eligible for PP is negative across combined areas and particularly in writing
<b>C.</b>	Attainment of pupils eligible for PP is significantly below national averages. Acquisition of vocabulary; articulation and reasoning needs to be strengthened across the curriculum.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of enrichment opportunities for pupils which impacts on their abilities to draw on life experiences and use enriched vocabulary.
<b>E.</b>	Lack of parental support from PP parents to support pupils learning both in the home and with academy-initiated work, especially in the area of reading.
<b>F.</b>	Social and emotional problems outside of the school environment impact on attitude to school life and being prepared for a school day.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	EYFS PP pupils meet age related expectations in speaking, writing, phonics and number by July 2019. Pupils communicate confidently orally and in writing. PP pupil's access and work well within phase 4 of phonics. Phonics testing will be undertaken at the end of Reception. Pupils are secure in basic number facts and simple place value.	PP pupils make accelerated progress resulting in % PP pupils achieving GLD being in line with national averages.
<b>B.</b>	Progress of pupils eligible for PP is accelerated and average or better in reading, writing and maths by the end of KS2. Writing opportunities allow children to apply grammar, spelling and comprehension opportunities effectively. Moderation of writing will be undertaken termly and show accelerated progress.	All PP pupils make at least expected progress. KS2 progress results show that Lower ability and middle ability PP pupils make between 0 and +4 points progress. More able PP pupils make between 0 to +2 progress points
<b>C.</b>	Pupils in Year 1 to 6 make accelerated progress so that they are able to access age related learning and perform appropriately in standardised tests. Pupils are exposed to and understand a range of topical/technical vocabulary. Pupils use appropriate vocabulary when articulating and recording learning.	At least 75% of PP pupils achieve a standardised score of 100+ in reading and Maths in the December PIRA/PUMA tests.

<b>D.</b>	A cultural entitlement passport will be provided for every child detailing experience they are entitled to as part of their learning experience at Star Academy. Evaluation of language acquisition and vocabulary use – increase in usage monitored.	PP pupils have life experiences to draw on and refer to when learning. These are referred to when recording and articulating learning
<b>E.</b>	Parents are fully informed of how to support their child when learning at home. A reward scheme is initiated to encourage reading at home on a regular basis. Pupils have additional opportunities to read at school both on a 1 to 1 basis and through intervention.	100% of PP pupils make expected or accelerated progress throughout the year. KS2 PP pupils make between 0 and +4 progress points
<b>F.</b>	Pupils feel safe and happy at school. Pupils have strategies to use when they feel upset or anxious. Pupils have 'safe' adults they can discuss their concerns with. Pupils are ready to learn during lessons.	Pupils feel safe and happy at school. Pupils have strategies to use when they feel upset or anxious. Pupils have 'safe' adults they can discuss their concerns with. Pupils are ready to learn during lessons.

## 5. Planned expenditure

**Academic year**      **2018/19**

The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Progress of EYFS pupils is accelerated through improved oral language and written skills.	Curriculum review: book-based themes. Exposure to story and topic vocabulary.  English based foci in morning sessions.  Phonics training and sharing of good practice.  Purchase of additional phonics resources.	Pupils enter with poor speaking, writing and phonics skills on entry.  Dedicated time for speaking and listening activities will allow directed and Individualised support for each child.  EEF toolkit:- EYFS Intervention + 5 months	Review of curriculum and adaptation of EYFS medium term plans.  Purchase of english/phonics resources.  Purchase of books to support oracy.  SLT coaching and training. Supported planning.  Pay for earwig for recording of initiatives.	M. Hobbs EYFS lead	£2000	January 2019  March 2019  July 2019

<p>Teaching pedagogy, resources and environment are dyslexia friendly in their approach.</p>	<p>Join the British Dyslexia Association.</p> <p>Undertake dyslexic friendly training for pedagogy</p> <p>Purchase appropriate dyslexia friendly resources</p> <p>Implement suggestions for learning activities that support and strengthen learning.</p> <p>Implement screening that assists with diagnosis and suggestions for learning/support.</p>	<p>Dyslexic friendly environment and teaching strategies benefit all as quality first teaching.</p> <p>Dyslexic friendly strategies assist with barriers to learning for pupils with dyslexic traits.</p> <p>Proportion of PP pupils show traits of dyslexia.</p>	<p>Application for accreditation to become a dyslexic friendly school.</p> <p>CPD sessions: implementation of dyslexic friendly strategies within the classroom and learning environment.</p> <p>Purchase of dyslexia resources e.g. coloured rulers, books with buff paper, screen covers, alphabet arches, prompts.</p> <p>Monitoring via book trawls, learning walks and environment compliance.</p>	<p>J. Chatterton SENCO</p>	<p>£10,000</p>	<p>January 2019 March 2019 July 2019</p>
<p>Parents are equipped and able to support pupils reading at home. Alternate opportunities to read are available to PP pupils.</p>	<p>Parent workshops: phonics &amp; reading with your child.</p> <p>Produce supporting resource packs and reading reward scheme.</p>	<p>Pupils who do not read at home regularly perform less well in both formative and summative assessments. Where workshops have taken place historically, parents become more supportive and report feeling more confident in how to assist their child's learning.</p> <p>Workshops will provide guidance and resources for parents to use.</p> <p>Sutton Trust: Reading comprehension +5months</p>	<p>Resources will be purchased for use within the workshops. Parents and children will take part in the sessions together so that parents practice the skills being shown. Stakeholder surveys will take place and follow up sessions offered.</p> <p>Monitoring of home-school links books will be undertaken and a reward system in place. Where home reading does not increase 1 to 1 reading sessions and additional intervention will be introduced</p>	<p>C.Batrick English lead  Head of Academy</p>	<p>£2000</p>	<p>January 2019 March 2019 July 2019</p>

		EEF toolkit:- Parental Involvement + 3 months				
Effective feedback ensures misconceptions and errors are addressed swiftly. Feedback will provide challenge where skills are secure.  Higher order questioning ensures a deeper understanding of skills and knowledge	Teachers and Learning support assistant to provide active feedback within every session.  Employment of LSAs in morning sessions	Pupils receiving immediate support and active feedback can address mistakes/misconceptions quickly. Active marking allows for fluidity of learning and ensure sessions are differentiated according to need.  Higher order questioning will develop pupil's ability to reason and give full and meaningful answers.  EEF toolkit suggests feedback can lead to an additional 8 months progress over a year.	Monitoring of the use of high order questioning indicates this is strength of the school. All staff are well trained and use questioning to draw out learning.  Lesson observations and learning walks are undertaken to ensure compliance with active feedback, wobble wallets and support/challenges in learning.  Marking can be seen within lessons and pupils respond promptly.	B.Caisley Exec Principal  Head of Academy	£80,000	November 2018  January 2019  March 2019  May 2019  July 2019  Budget and impact review.
<b>Total budgeted cost</b>					£94,000	
<b>ii. Targeted support</b>						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To further develop practice in the EYFS to support early reading and mathematical concepts.	Parental engagement – workshops and inspire events to support learning strategies.  Resources to ensure high quality provision and well-trained staff to support the engagement of PP pupils in activities	Parental engagement in EYFS pupils is low provided by evidence during home visits, attendance at events and low baseline scores of pupils.  Pupils are entering the academy significantly below national expectations at 3.	Greater involvement of parents in supporting child's learning journey will be evident – (proud clouds, evidence in 1:1 sessions with parents).  Parents will also feel empowered to support. Evidence will be gained from questionnaires.	M.Hobbs EYFS Lead  CB – English Lead  Head of Academy	£5000	January 2019  March 2019  July 2019

	to support accelerated progress.	EEF toolkit: - Parental Involvement + 3 months  EEF toolkit: - EYFS Intervention + 5 months	Resources will be purchased to support parents with their child's learning at home (TLC packs)  Accelerated progress of PP pupils especially in aspects where they have low baselines through data scrutiny.  Monitoring of provision will be completed in line with the M&E cycle.			
To improve phonic acquisition for PP pupils who enter with low baseline skills so that they catch up with peers.	Booster phonics groups to address gaps in phonic knowledge.  Purchase of phonics computer programme to ensure engagement. 1 to 1 reading opportunities using phonetically based books.	Identified students need targeted support to catch up.  Pupils engagement with technology to be utilised to ensure commitment to the learning.  Many PP pupils do not read regularly at home and therefore are not exposed.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  1 to 1 reading sessions to be timetabled.  Monitoring of implementation. Undertake regular peer phonics/reading consultations.	M.Hobbs EYFS lead	£1,000	November 2018  January 2019  March 2019  May 2019  July 2019
PP pupils with SEN or low abilities in reading, writing and math will have accelerated progress so that gaps are diminished between them and peers.	Employment of a special educational needs Learning Assistant.  SEN LSA to undertake 1 to 1 sessions to address gaps identified in skills. (0.5 of week)	Support is given in a timely manner and address specific gaps for individuals. Misconceptions are addressed immediately, and further teaching given where and as required. (Wobble wallets/star challenges)	Timetabling provides Year 1 to 6 with designated SEN LSA time slots.  Intervention/Booster timetables provide individual slots.  Pupils progress meetings identify pupils requiring support/further guidance and	J. Chatterton SENCO  Head of Academy	£15,000	January 2019  March 2019  July 2019

	SEN LSA to support PP pupils across school during english, reading and math lessons (0.5 of week)	EEF toolkit – Small group interventions +4 months EEF = Immediate and Effective Feedback +8 months	specific skills that need to be addressed to diminish the differences.			
<b>Total budgeted cost</b>					£21,000	
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
PP pupils maintain a positive attendance level and no PP child is persistently absent or late	Employ an educational welfare service to support the work with PP pupils and encourage positive attendance	In 2017-2018, an LA EWO was employed to address levels of PA and encourage positive attendance. There has been a rise from 93.58 to 94.48 PP attendance has improved The academy wished to maintain this level of commitment to education and retain a service that has clearly seen a positive impact.	Commission the LA EWO to support the attendance policy. All PP pupils to be tracked at regular attendance meetings. Where PP attendance is known to be poor to engage a first day call out system and request for medical proof in order to authorise the absence. Regular attendance letter to parents to raise the profile.	N.Bell Attendance officer	£3,000	March 2019
All PP children are able to access education off site, residential visits and extra-curricular activities	Subside all educational trips, residential trips and encourage attendance at extra-curricular clubs to ensure all can access.	PP pupils may not be financially able to support voluntary contributions for educational visit, or the cos of residential trips or clubs. To ensure the opportunity to be involved in curriculum enrichment opportunity they will be fully subsidised.	Dedicated money will be set aside within the school budget to account for additional costs arising from enrichment opportunities.	B.Caisley Exec Principal  Head of Academy	£3000	
Social and emotional needs are met whilst at the setting so that pupils feel safe and happy at school and are ready to learn	Provide a nurture provision for key pupils to teach life skills and address social and emotional needs.	A % of our most vulnerable PP pupils have low acquisition of social and life skills. Many need strategies to cope with emotions in a reflective way so that they are able to access learning. Ofsted's 'Supporting children with challenging behaviour through nurture group approach' report	Clear timetables provision and activities planned out to address children's individual needs as identified following a Boxall assessment. Boxall assessments will be carried out at termly intervals and evaluation of successful return to FTE classroom activities will take place.	J. Chatterton SENCO	£3000	March 2019  July 2019

		indicated that nurture provision could impact positively on pupils behaviour and social skills.				
<b>Total budgeted cost</b>					£9,000	
<b>Overall total</b>					£124,000	

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate the progress of PP pupils in KS1 writing to close the gap on national standards.	<p>Purchase further resources to engage boys in writing both in and out of the classroom.</p> <p>Investment in CPD for staff on creative approaches to engage boys in writing. (forest schools, Narrative immersion)</p> <p>Use of IRIS video technologies to capture creative approaches to the teaching of writing in the outdoors.</p> <p>Spelling strategies are developed, and resources purchased to support the consistency across the academy.</p>	<p>Pedagogy and practice when teaching has improved. % of pupils achieving ARE by the end of the key stage has increased to 70% which is now in line with national figures.</p>	<p>Training was well received.</p> <p>Narrative immersion, Forest schools and writing procedures will continue to be implemented within EYFS and KS1.</p> <p>Iris to be used more effectively in next academic year to record key aspects and support training of new KS1 staff.</p> <p>Spelling Programme of study to be maintained due to effectiveness.</p>	£4,000

<p>To raise the levels of achievement and accelerate the progress in reading for targeted groups.</p>	<p>Group interventions linked to inference, fluency and comprehension.</p> <p>Breakfast boosters for Y6 and Y2 pupils.</p> <p>Workshops for parents and children to support home reading strategies.</p> <p>Resources to further encourage the culture of a love of reading.</p> <p>CPD for staff to ensure high quality and innovative practice to engage pupils.</p> <p>Staff member appointed to role of Speech and Language support.</p>	<p>Attainment at the end of EYFS and KS2 have improved with average progress. KS2 reading remains low with progress being negative.</p> <p>Improvements in identifying key details and comparing texts have been evident. More work needs to be done on inference and reading speed.</p> <p>Speech and language difficulties are addressed quickly, and positive progress occurs.</p>	<p>Resources purchased have had a positive impact on question style learning an understanding. This now needs to move to purchasing resources for the teaching resources, exposition and scaffolding.</p> <p>Approaches will continue with a greater emphasis on regular review and monitoring of acquisition of skills.</p>	<p>£75,000</p>
<p>To further develop practice in the EYFS to support early reading and mathematical concepts.</p>	<p>Parental engagement – workshops and inspire events to support learning strategies.</p> <p>Resources to ensure high quality provision and well trained staff to support the engagement of PP pupils in activities to support accelerated progress.</p>	<p>Extensive training, 1 to 1 coaching and improvement to leadership has impacted on early reading and mathematical skills positively.</p> <p>Pupils achieving GLD and therefore ARE in reading and number have increased. 50% of PP pupils achieved GLD2 in reading and number.</p>	<p>The profile of reading and number have impacted significantly in attitudes to the two areas.</p> <p>Parental engagement was very positive, so this approach will be continued.</p>	<p>£5,000</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>High quality intervention to support the identified areas of weakness for PP pupils in all core areas,</p>	<p>1:1 and small group interventions</p> <p>Social and Emotional support and targeted support sessions.(behaviour matters)</p>	<p>PP and non-PP pupils receiving small group interventions made positive progress especially in targeted skills. Reading remain a focus with inference still being low.</p> <p>Implementation of behaviour matters was undertaken and had a positive impact in terms of pupils' readiness to then learn when entering the classroom. Improved coping strategies were evident</p>	<p>Ensure intervention in reading is targeted at specific and clear reading skills. Staff to have full training and understanding of teaching styles for this not only assessment procedures.</p>	<p>£20,000</p>

<b>i. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action /approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To increase parental engagement and empower parents to support their own children at home.	Bank of Star – virtual bank to reward parents who attend academy events.  Workshops and Inspire Events to encourage parents to work alongside their child/ren and learn techniques in how to support in their learning.	Bank of Star was used for the majority of the year, but customisation saw a reduction in attendance. Focus shifted accordingly to subsidising and supporting trips/events for low income and PP families to ensure cultural experiences were gained.  Inspire events were well attended, especially in EYFS and KS1.	Implementation of carefully designed inspire events that ensure some disadvantaged parents feel comfortable entering the learning environment.	£1,000
To ensure pupils are ready to access learning as they are well nourished.	To provide breakfast for pupils who have not received this at home.  To provide fruit and vegetable snacks at breaktime.	Positive uptake and need for this service. Consideration to timing and staffing to be given.	Implementation of breakfast access to be reviewed and provided as needed. Research and investigation into finding further resources/ways of continuing the service.	£2000

#### **Recommendation and actions from the review**

Book full pupil premium review for the academy.  
 Half termly tracking to identify strengths and next steps for PP pupils.  
 Termly review of objectives to ensure they stay on track.  
 Review of staffing to ensure some initiatives are effectively manned.